DOCUMENT RESUME

ED 090 117 SO 007 364

TITLE	Mobile Teachers. History.
INSTITUTION	Indian River School District, Frankford, Del.
PUB DATE	[73]
NOTE	189p.
EDRS PRICE	MF-$0.75 HC-$9.00 PLUS POSTAGE
DESCRIPTORS	Area Studies; Course Content; Course Evaluation; Course Objectives; *Culture; *Human Geography; Individual Activities; *Individualized Instruction; Latin American Culture; Laws; *Map Skills; Mexicans; Open Education; Physical Geography; Resource Materials; *Social Studies Units
IDENTIFIERS	Egypt

ABSTRACT

The nine-week course for sixth graders concentrates on map skills and the cultural and historical geography of Egypt, Mexico, and Latin America. Having completed the course, the learner will be able to list several ways in which 1) power has led to conflict; 2) new inventions lead to changes in ways of living; 3) man influences his environment and is influenced by it; 4) a law of nations could provide for peace throughout the world; 5) many cultures have contributed to our civilization. Teaching techniques used include problem solving, games, reading, creative activities, independent research and individual projects. Individualized instruction is stressed. The student works on learning activities of his choice in specific areas in the classroom called learning stations. Advantages, characteristics, and ways to organize learning stations are discussed. The guide is divided into the following sections: 1) Orientation; 2) History - Egypt; 3) History - Maps and Globe Skills, Graph and Chart Skills; 4) History - Mexico and Latin America. Each section consists of several units. The concept to be taught, rationale, objectives, teaching strategies, class activities, pre-tests, and post-tests are provided for each unit. (RM)

ED 090117

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MOBILE TEACHERS

HISTORY

SP 007 364

HISTORY - SECTION I

WESTERN EUROPE

ED 090117

WESTERN EUROPE

MOBILE PROGRAM

INDIAN RIVER SCHOOL DISTRICT

BY

JIM BLACKWELL

GENERALITIES - GOALS FOR THE COURSE

This nine-week course in the study of Europe for the sixth grade will be divided into two parts: first, an orientation period of two to three weeks and second, an open classroom six-week period concentrating on an overview of European history primarily concerned with the Greco-Roman period, the Crusades, the Renaissance and Age of Exploration, and culminating with Twentieth Century Europe.

Only one test for grading purposes will be given, that coming at the end of the orientation period. Questions will concentrate on some of the concepts necessary for further study in the course. These concepts will be: Law, Nation, Culture, Geography, Organization and Power. The other grades in the course will be more subjective in nature, being given for individual efforts concerning the varied fields in which the students may have interests that may be included into learning stations.

OBJECTIVES - 3 WEEK ORIENTATION PERIOD

The purpose of this orientation period is to provide these learning experiences needed to accomplish the following:

1. Evaluate methods for settling international disputes.
2. Evaluate the effects of geography on a particular area.
3. Evaluate the effect of power in international relations.

ORIENTATION PERIOD PRE-POST-TEST

FIRST DAY

Hand out small (4x4) red, blue and white cards to each student. Explain that you are about to give a true-false test and that the students should raise the red card for a correct statement, a white card for a false statement, and a blue card for a "don't know" response. Record their correct and their incorrect responses for each statement on a separate sheet of paper.

R 1. Maps may have mountains on them.

W 2. Geography does not effect farming.

R 3. Maps are similar to pictures of a particular area.

W 4. The key on the map is not important.

W 5. A nation must have a person known as the president in order to be a nation.

R 6. Canada is a country.

R 7. The terms "nation, country and independent state" all mean about the same thing.

W 8. Rules must be written down to be rules.

R 9. The laws of nations might also be called "International Law."

R 10. Agreements between nations might be called treaties.

R 11. After a period of time even a non-written agreement might be considered a law.

R 12. Often, the easiest way to solve a dispute is by talking face to face.

R 13. Disputes between countries may sometimes be solved in the U. N.

W 14. The abreviation "U.N." stands for the Union of Neanderthals."

W 15. All people are alike in their religious beliefs.

R 16. Language should be considered as a part of culture.

W 17. All Americans have the same cultural background.

W 18. Music that is different from ours is bad music.

R 19. The person on your right is like you in many ways.

R 20. The person on your right is different from you in many ways.

After the cards have been collected, ask the students what they think this nine-week course is going to be about.

HISTORY PRE-POST-TEST

SECOND DAY

Repeat the directions for the true-false test given yesterday.

R 1. Cave drawings might be considered early examples of artwork.

R 2. The Greeks were considered to be very smart people.

R 3. The Romans conquered the Greeks.

W 4. The present city of Rome was the center of the Greek culture.

R 5. Greek architecture is quite famous and still being copied today.

W 6. The Romans discovered fire.

W 7. The Crusades were fought in Europe.

W 8. Europe is a country in France.

W 9. France is located in Northern Germany.

R 10. The Europeans fought the Turks in the Crusades.

W 11. The Crusades took place in 1967.

W 12. Atomic bombs were first used in the Crusades.

R 13. Leonardo daVinci was a famous artist.

W 14. Spain was never a very strong country.

R 15. The Greek style of drama and art became popular again several hundreds of years later.

W 16. France is the only place in the world where people speak French.

R 17. Most Americans speak English.

R 18. England is part of an island.

W 19. The United States is part of England.

W 20. There are no more kings or queens in the world today.

On the white cards to be handed in ask the students to quickly sketch a Roman soldier on one side and a flat map of the world on the other, showing N. America, S. America, Asia, Africa, and

Australia. Hand these in without signatures.

Now, ask the students again what they think this course will be about.

UNIT: Influence of National Environment on Man

MAJOR CONCEPTS: Natural Environment, Political Control, Trade

RATIONALE: This mini-unit on geography is designed to provede some understanding of geographical concepts and their influence on the world.

OBJECTIVES: Given a map the learner will, in multiple choice form, designate direction and scale with 75% accuracy.

Given a map the learner will be able to identify 7 of 10 sketch map symbols.

Given three maps with population density, precipitation, and elevation factors included, the learner will indicate the areas influenced by these factors.

TEACHING STRATEGIES:

I. The teacher will show several pictures of various geographical (including climatological) factors and solicit responses as to the effects these factors have on the students. (Interpretive Skills)

II. A. The teacher will have two students (calling one "Country X" and the other "Country Y") stand face to face about three feet apart and throw wadded-up paper at each other. Stop them and ask if they could continue to consistantly hit each other. (Yes should be the reply) Then place one outside the door and one inside the door and have them continue throwing. (Problem Solving)

1. Ask the class what this might represent in geography. (The effect of mountains on a nation's military advantage or disadvantage.)

2. Ask the class what effect mountains would have on:

a. trade

b. agriculture

c. political control

II. B. Next, separate the two students again, but this time about the length of the classroom, place a glass of water between them -- to represent distance and water -- and have them begin throwing their paper. (Problem Solving)

1. Ask the class what this might represent. (The effect of distance and water on a nation's military advantage or disadvantage.)

2. Ask the class what effect large bodies of water would have on:

a. trade

b. agriculture

c. political control.

II. C. Next, blindfold the two students and separate them about ten feet apart and allow them to continue throwing. Stop them. (Problem solving)

1. Ask the class what this might represent. (The effect of darkness and/or fog on a nation's military advantage or disadvantage.)

2. Ask the class what effect darkness (especially Arctic) and/or fog might have on:

a. trade

b. agriculture

c. political control

II. D. Next, place several heavy jackets on the two students, (so their elbows cannot function well) separate them 10 to 15 feet apart, and again have them throw the wadded-up paper at each other. Stop them. (Problem Solving)

1. Ask the class what this might represent. (The effect of climate, in this case coldness, on a nation's military advantage or disadvantage.
2. Ask the class what effect climate would have on:

a. trade

b. agriculture

c. political control

III. A. Map Reading

1. Sketch maps will be handed out showing various sketch map symbols and a key for interpreting the symbols. The teacher will then go over the symbols to insure the students ability to recognize them. (Map skills)
2. The teacher will then hand out the "diary" exercise. Explain it and allow the students to do the activity. After the activity the teacher will discuss the possible answers with the class. (Map Skills--Problem Solving)
3. The teacher will review the general reference maps giving the students the opportunity to measure distance, judge elevation, tell directions and to analyze the material presented on the map in general. (Map Skills)
4. The teacher will then show the class the other types of maps (relief, contour, political, and specific maps to include density, precipitation and temperature for example)

stressing the importance of the key in reading a map. (Map Skills)

First Evaluation: Group the students to play the "Exploration" game.

Second Evaluation: Learners will make an outline map of a major European country. Cut it out. Place on colored paper and note the major geographical features of the country using their own symbolism, which is to be noted in a key to be placed below the map. Display and discuss.

DIARY

Directions: Capt. Bill Bismark, USAF, has parachuted to safety on a deserted island in the Mediterranean after his plane caught fire and went down. The island seems to have been used by the Germans in WW II. Your mission is to read the diary of Capt. Bismark, determining his position on a daily basis, and mark the grid square opposite the entry.

POSITION

_____ 1st day - Ankle sprained - landed with all my weight on right leg - feel dumb -- fell up to my ears in muck - if I'd landed on hard ground, I'd have busted my neck.

_____ 2nd day - Tough walking - found shack, will stay here - mosquitoes horrible.

_____ 3rd day - Still resting in shack, ankle better - no sign of nothing - no food, trees, water, just marshgrass, muck and mosquitoes.

_____ 4th day - Ankle stronger - headed with southerly breaze to railroad tracks found place with medical supplies but that's all....growing weaker.

_____ 5th day - found some sort of bay - caught fish in hands - dumb fish around here - found bridge and road - spending night here.

_____ 6th day - a town - don't know how people lived - get to find it - slept on teacher's desk.

_____ 7th day - still heading north - if I don't find it soon, I'll spend eternity with my friends across the road - sleepin in pew - changing directions tomorrow.

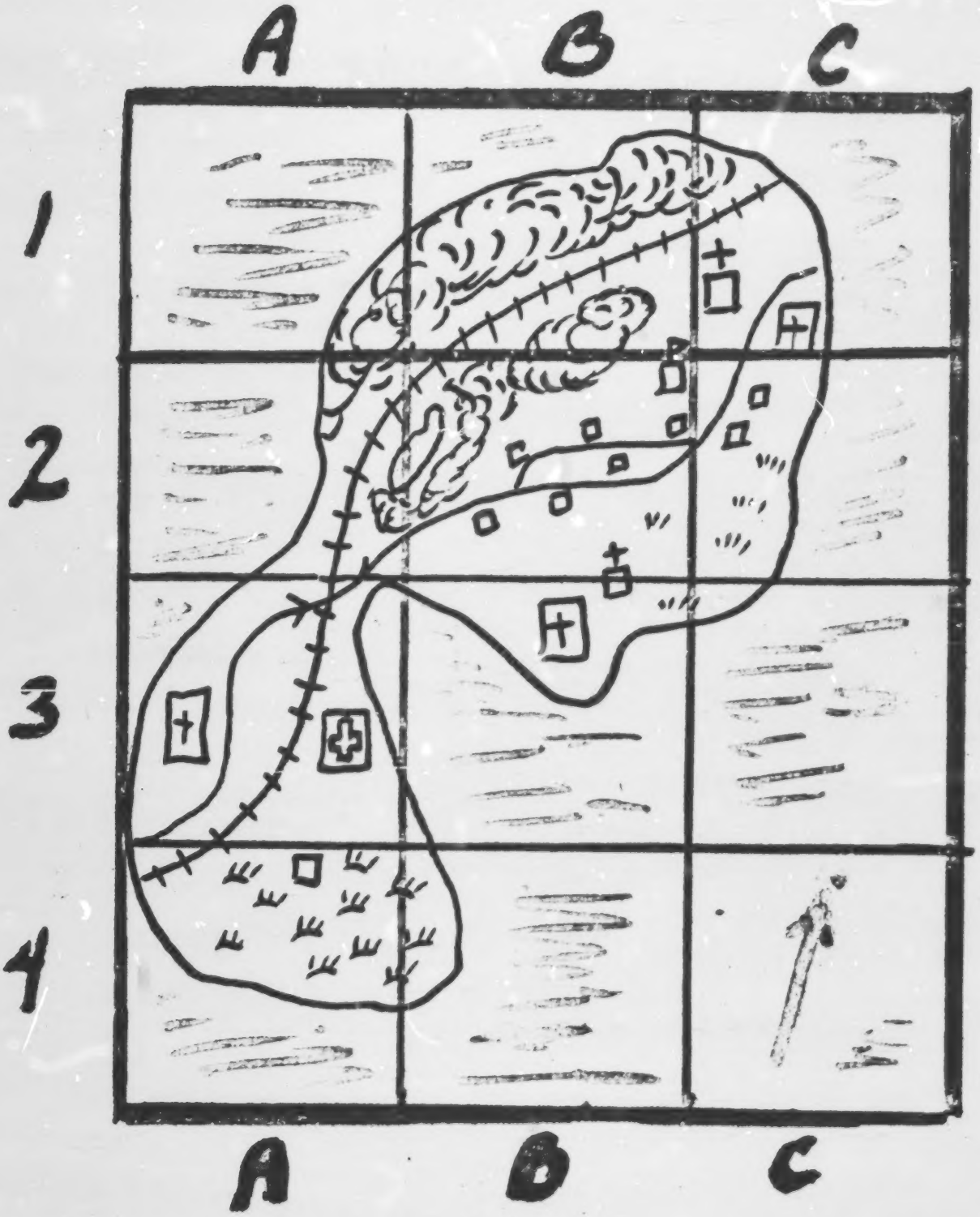
8th day - Crossed tracks - weaker - sea - can't see a foot in front of me - LOST

What was Capt. Bismark hunting for?_____

Where could he have found it?_____

What happened to him?_____

DIARY

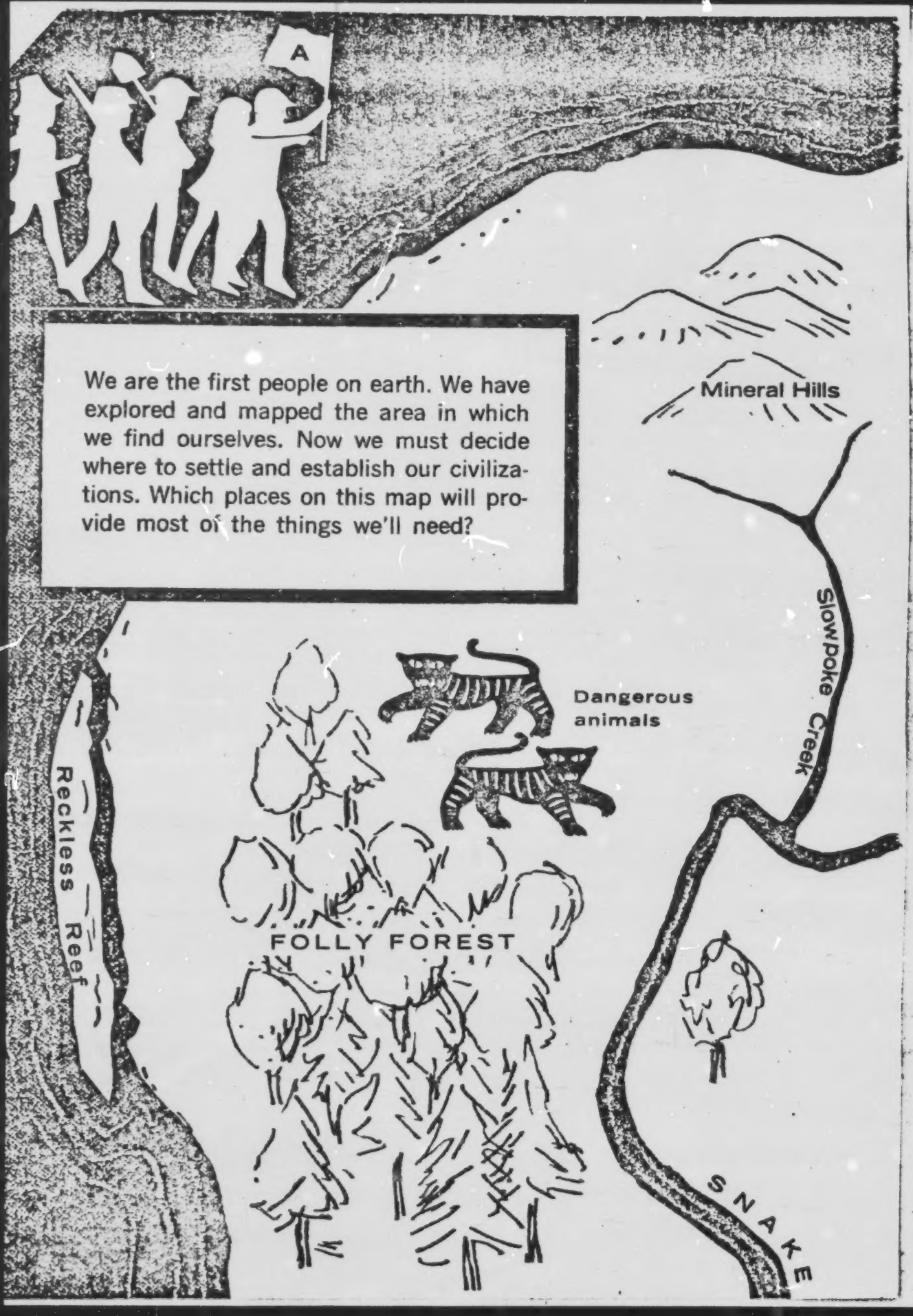


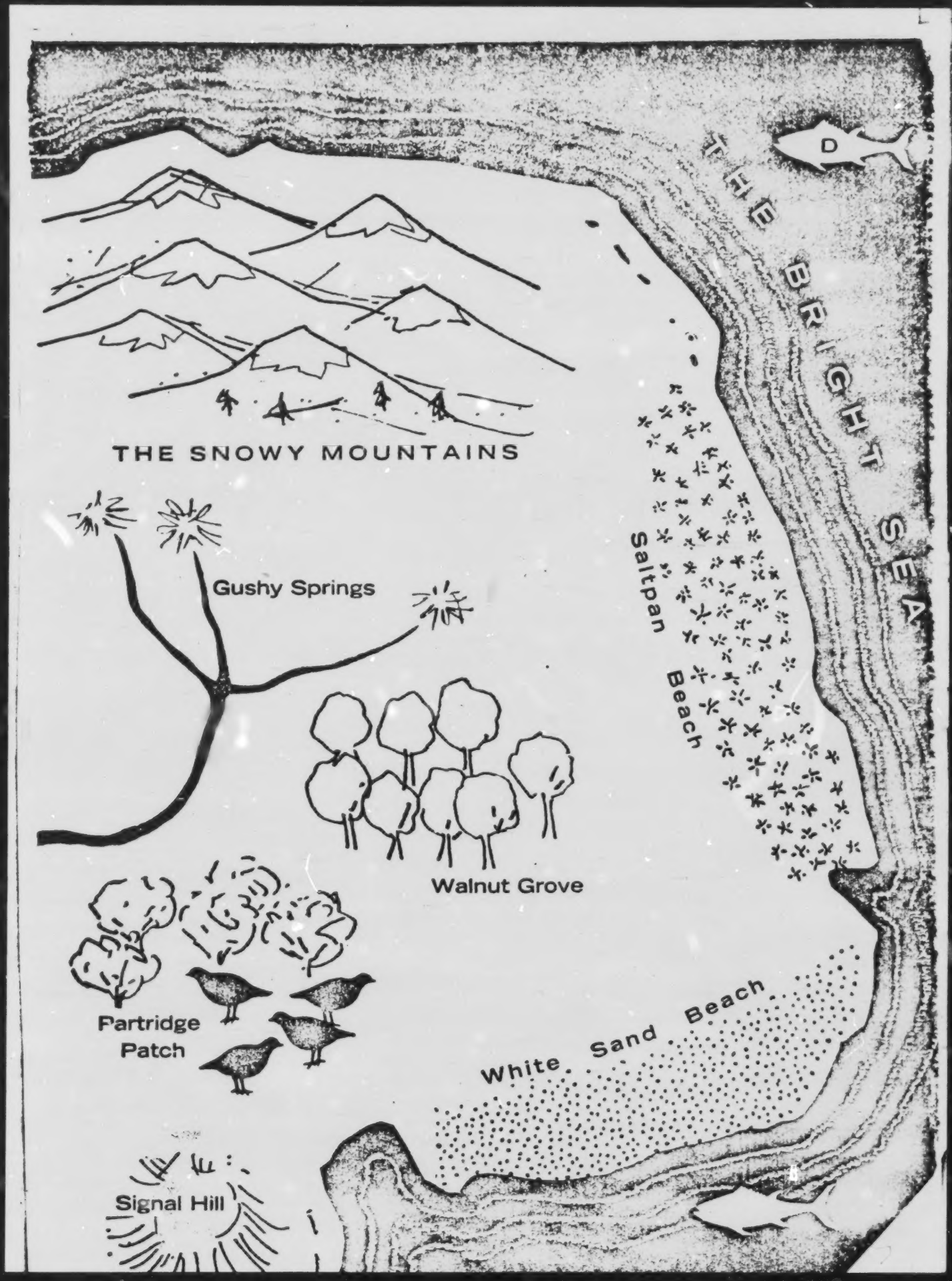
EXPLORATION

Our class is the first group of people on the earth. We have explored this island and found it to be adequate for setting up our country. It has been decided that we divide up into smaller groups and settle throughout the island. Study the map carefully and decide where your group would like to settle. Be ready to defend your ideal settling place to the rest of your class.

In making your decision consider the following:

1. Food
2. Shelter
3. Water
4. Climate
5. Terrain
6. Natural defences
7. Natural enemies
8. Transportation
9. Your ideas


A
We are the first people on earth. We have explored and mapped the area in which we find ourselves. Now we must decide where to settle and establish our civilizations. Which places on this map will provide most of the things we'll need?
Mineral Hills
Slowpoke Creek
Dangerous animals
Reckless Reef
FOLLY FOREST
SNAKE


THE BRIGHT SEA
THE SNOWY MOUNTAINS
Gushy Springs
Saltpan Beach
Walnut Grove
Partridge Patch
White Sand Beach
Signal Hill

THE BRIGHT SEA
RIVER
Good fishing
Deer
Lobster
Inlet
FLAT MEADOWS
Chalky Cliffs
3
Oyster Cove
Shoal Rocks

Pie Island
SHELTER
BAY
Bird Island
Delta Swamp
N
TRACKLESS WASTE
Spike Rocks
C
GRADE TEACHER

UNIT: The make up of the political body known as "nation"

CONCEPT: Government, area, borders, control, people, sovereignty.

RATIONALE: This mini-unit on nation is designed to provide some understanding of nation and the differences between various political units.

OBJECTIVES: Given a matching section including the five necessary factors for becoming a nation, the learner will with accuracy, identify the quality or qualities that certain well-known areas lack.

TEACHING STRATEGIES:

I. The teacher will ask the students to consider the following list of things one at a time and see if the class thinks them to be absolutely necessary for an area to be considered a nation (country or independent state). (Problem Solving)

President	Control of its borders*
Prime Minister	Indians
Government*	Animals
Area with borders*	People*
Atom Bombs	Sovereignty*
Navy	Factories

The teacher will then list the five starred items on the board, discuss them further and ask for questions.

EVALUATION: The teacher will divide the class into several groups and distribute slips of paper with different areas named on them. The groups will then analyze each area and decide what quality or qualities the area lacks (if any) in order to be considered an independent state. The group will select a leader who will come forward and explain their reasoning to the class.

UNIT: Types of law, its sources and influence on man

CONCEPT: Law, International Law

RATIONALE: This mini-unit on law is designed to provide the learner with some understanding of law and different types of law to include International Law.

OBJECTIVES: Given a matching section the learner will demonstrate knowledge of up to ten basic legal terms with 75% accuracy.

Given a multiple choice section the learner will differentiate between the 6 methods of settling disputes with 75% accuracy.

TEACHING STRATEGIES:

I. The teacher will allow the students to ciscuss what different types of law or rules effect them and their families. (ex. Motor vehicle, Civil, Criminal, Church, School, Bus). Then the teacher will ask the following questions. Are all laws written? Where do laws come from? Are laws necessary? What would life be like if there were no laws? (Problem Solving)

II. The teacher will lead into laws between nations by asking what the words "International Law" mean. Break the words up into 3 parts if necessary, then give the following definition from Hackworth:

"International Law consists of a body of rules governing the relations between nations."

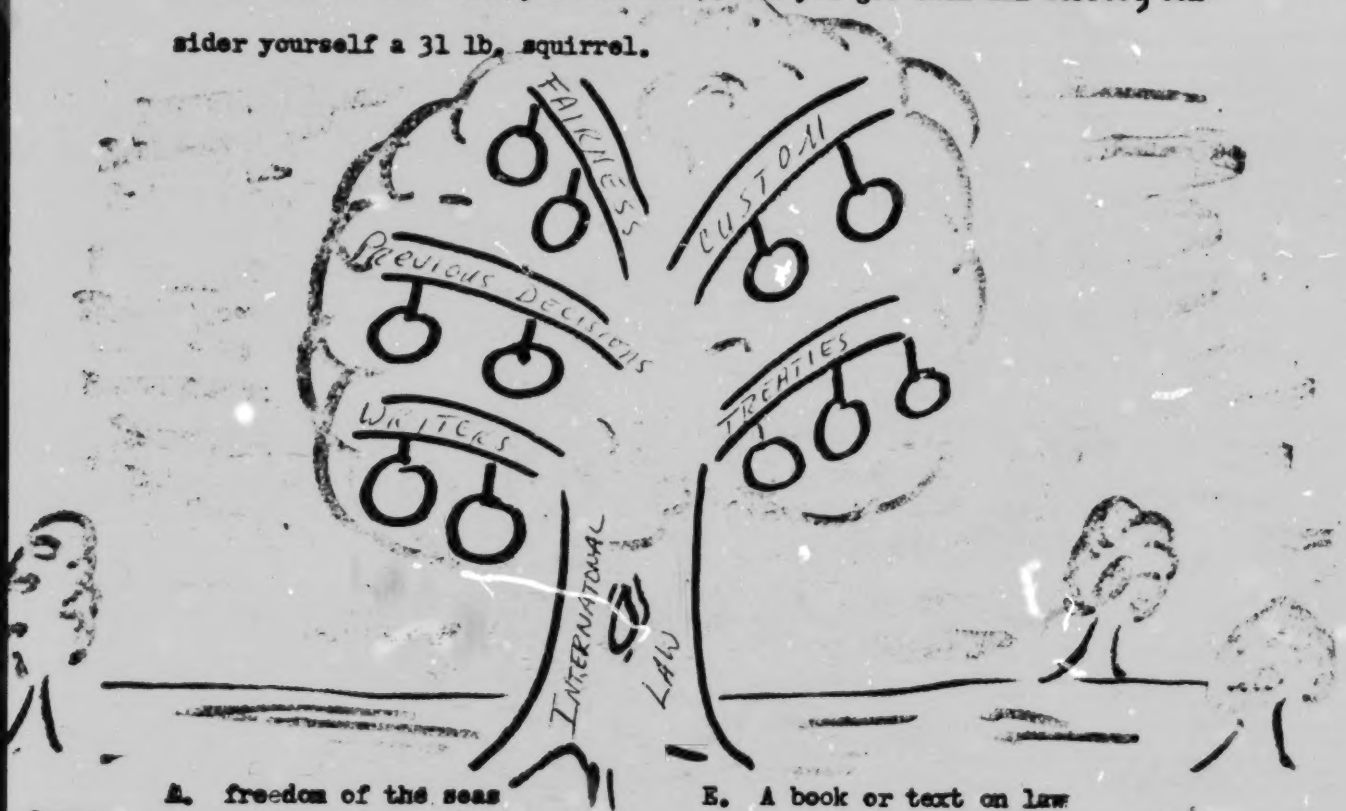
Further simplify this into the "Laws of nations" in their dealings with each other.

III. The teacher will allow about 15 minutes for the use of the "International Law Tree and the 31 pound Squirrel" activity.

A. Discussion (Problem Solving, Listening Skills, Note Skills)

The International Law Tree and the 31 Lb. Squirrel

Directions: Below is a tree with 5 labeled main branches. You must decide which items on the ground fit into the acorns on the correct branch and place the letter inside the acorns provided(some acorns will not have any letter inside them when you are done). If you get them all correct, consider yourself a 31 lb. squirrel.



A. freedom of the seas

B. military alliance

C. reason

D. opinion in another case

E. A book or text on law

F. Charter of the U.N.

G. agreement to sell wheat to Russia

SOURCES OF INTERNATIONAL LAW

Underlined items are the ones designated in the preceding activity.

I. International Treaties

A. Commerce, extradition, military alliances, etc.

B. Law making treaties

1. Declaration of Paris of 1856 (outlawed privateering and granted rights to neutrals.

2. Charter of the U.N.

3. Congress of Vienna (set up diplomatic ranks)

II. International Custom

A. These sources may be written or unwritten, but after a period of time they become part of law.

1. Jurisdiction over one's own territory

2. Freedom of the seas

3. The Scotia, US Supreme Court 1872

III. General Principles of Law (or Fairness)

A. If no specific law or treaty applies to a dispute then reason must be used in making the decision.

IV. Judicial Decisions

A. Previous decisions and opinions from every country and International Court are not received with authority but with respect.

V. Writings of Publicists and Jurists

A. No text writer can create law, but he can help interpret law (such men as Jessup, Briarly, Hackworth are such examples).

IV. In order to demonstrate how I. L. peacefully settles disputes the teacher will have the students role play. (Critical Thinking, Listening Skills)

A. Two students will dispute the ownership of a certain object and settle the problem by themselves.
(Direct Negotiation is the oldest and most common method of settling disputes. Compromise is often the clue toward settlement.)

B. Two students arguing, then fighting, when another student breaks it up and gets the 2 back discussing the problem if they both agree to it.
(Good Offices is where a third party tries to stop the fighting and tries to get the disputing parties into some type of negotiation. Good Offices normally terminate when the disputing parties begin to negotiate. Permission of both parties is necessary before any help may be given.)

C. Two students arguing and/or fighting when a third party comes asks if he can help settle the dispute. He is given the OK by both and he gives some suggestions that can be accepted or rejected by either of the parties. An agreement is finally reached.

(Mediation - A Mediator is expected to offer concrete proposals to help settle a dispute after first being jointly agreed upon. His advice is not binding upon either party.)

D. Two students in a dispute who agree to let someone else listen to their problem and he makes the decision.

(Arbitration is where a person, or persons, jointly agreed upon, listen to the evidence in a dispute and makes a binding decision or award. He must attempt to come as close as possible to a legal decision.)

E. Two students in a dispute jointly agree to take their problem to the courts for a decision.

(Adjudication is the placement of a dispute before an international court where the decision may be advisory, non-binding, or binding but it must be agreed upon before the court takes it up.)

F. Two students are fighting but one (usually the loser) runs to the U.N. and pleads his case before that body.

(Placement Before the U.N. is the final way to solve a dispute. Disputes may be placed before the U.N. by either one or both parties. If one of the parties to a dispute is on shakey legal ground, it may prefer to have the U.N. settle it where power politics may influence the members.)

Evaluation: Replay the International Law Tree activity.

UNIT: Influence of Power in History

CONCEPT: Power, Alliance, Organization

RATIONALE: This mini-unit on power will provide some understanding of power in everyday as well as international life.

OBJECTIVES: Given a true-false section, the learner will select correct answers to questions concerning the importance of power in history.

TEACHING STRATEGIES:

I. The teacher will offer the following questions for student discussion: (Critical Thinking Skills)

Who is the most powerful person in your life?

If we made a treaty of alliance with Mr._____'s class, would we be more powerful than we are now? How?

The Romans, Germans, and Arabs are cultures that have united for the purpose of power. True or False and most important, WHY?

In the General Assembly of the U.N. all countries have one vote. In that body are all countries equal?

II. The teacher will ask the students what main interests they have and group them by interests in several groups. The groups will then be instructed to list several ways they can further their interests into the school programme. Each group will report to the class. The teacher will then put up for discussion the following questions: (Communication & Critical Thinking Skills)

Because you have organized are you more powerful than before and WHY?

If nations organized, would they be more powerful and WHY?

If nations organized to try to keep peace, and cooperate, could this organization be a powerful one? (U.N. discussion/ history, goals and Problems,)

UNIT: The Make-Up of Culture

CONCEPT: Culture, Language, Dress, Custom, Religion, Family, Economics

RATIONALE: This mini-unit on cluture is designed to provide some understanding of culture, both similar and different, and their importance to a shrinking world.

OBJECTIVES: Given a true-false test the learner will select the correct answer to questions concerning the make-up of culture.

TEACHING STRATEGIES:

I. The teacher will post several pictures on the board of non-Americans and ask the students to list how they are the same as the students. Different from the students. After adequate time the teacher should lead a discussion which should include (1) the Arts, (2) Language, (3) Technology, and (4) Institutions to include family, religion, and economics.

II. The student will now turn to their neighbor and tell each other how they are different. The same. (Critical Thinking Skills)

III. A filmstrip on families in other lands should be presented here. (Listening, Reading, Summarizing Skills)

IV. Records from other countries will help pronounce the differences in cultures. (Listening Skills)

EVALUATION: Included in Orientation Period Test.

NAME_____

EUROPEAN HISTORY

ATTEMPT ALL ITEMS

MULTIPLE CHOICE

In the following 5 questions circle the letter next to the one best answer.

1. What method of settling disputes involves the attempt to get the disputing parties to begin to negotiate and then terminates as the parties begin?

A. Good Offices C. Arbitration
B. Adjudication D. Mediation

2. What is the oldest and most common method of negotiation?

A. Direct Negotiation C. Good Offices
B. Adjudication D. Placement before the UN

3. What is the placement of a dispute before an international court called?

A. Arbitration C. Mediation
B. Adjudication D. Good Offices

4. In which of the following does the 3rd party to a dispute, who is aiding in the negociations, NOT have to be jointly agreed upon?

A. Arbitration C. Adjudication
B. Good Offices D. None of the Above

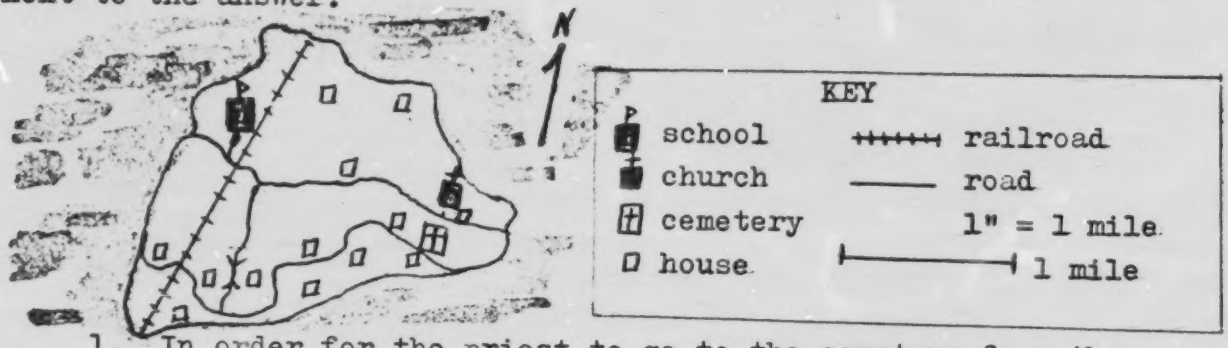
5. In which of the following does the 3rd party to a dispute, who is aiding in the negociations, offer concrete proposals as to settlement?

A. Arbitration C. Adjudication
B. Mediation D. None of the Above

NAME_____

Multiple Choice (Cont.)

Using the map of an island below and the information in the KEY mark the ONE best answer by drawing a circle around the letter next to the answer.



1. In order for the priest to go to the cemetery from the church, he must travel in which direction?

A. North C. East
B. South D. West

2. The railroad is how many miles long?

A. 2 miles C. 3 miles
B. 2 1/2 miles D. 3 1/2 miles

3. How far is it by road from the house next to the church to the door of the school?

A. 1 mile C. 2 miles
B. I 1/2 miles D. 2 1/2 miles

4. In which direction would the priest travel to get from church to the school?

A. North C. East
B. South D. West

5. From the information given on the map it would seem that most of the people live on which side of the island?

A. Northern C. Eastern
B. Southern D. Western

NAME_____

MATCHING

In the space provided to the left of the number write the letter of the correct source of International Law which is the basis for the item on the left. In some instances more than one response may be appropriate, however some responses are not correct.

_____ 1. The Scotia
_____ 2. Military Alliances
_____ 3. Jessup
_____ 4. Charter of the UN
_____ 5. Fairness

A. International Treaty
B. International Custom
C. Writings of Jurists
D. International Courtesy
E. Judicial Decisions
F. General Principles of Law

Below on the left are names of places that you have heard of, on the right are the factors which are necessary for a place to be a country. Write the letter of the factor which the place on the left does NOT possess. In some cases no response may be correct, in others several responses may be correct.

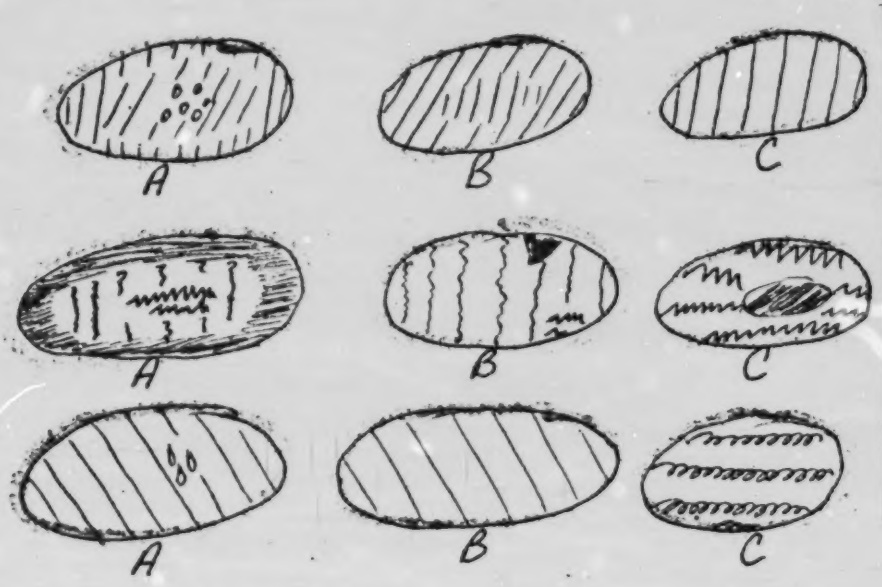
_____ 1. Delaware
_____ 2. Mr. Blackwell's room
_____ 3. Millsboro
_____ 4. Canada
_____ 5. The Moon

A. Government
B. People
C. Control of its Borders
D. Area with Borders
E. Sovereignty

NAME_____

SHORT ANSWER

Analyzing the information on the 3 sets of similarly shaped islands, A, B, & C, answer questions 1 through 5 by filling in the blanks at the end of the question as briefly as possible while still answering completely.



Elevation
- 0-200 ft.
- 200-2,000 ft.
- 2,000,-5000 ft.

Population Density
- Dense
- Moderate
- Sparce

Annual Precipitation
- 0"-10"
- 10"-40"
- 40"-70"

1. Island A might have been formed by what natural phenomenon?___
_____.

2. Why is Island B more like Delaware than Island A?_____
_____
_____.

3. The people on Island A would more than likely make their living in what industry or industries?_____
_____.

4. If you liked to snow ski which island would you NOT like to live on? (Assuming all 3 islands have temperatures cold enough for snow)_____WHY?_____

5. If the three islands were to have fought 200 years ago, why would Island A have had a good chance to win?_____
_____
_____.

NAME_____

TRUE - FALSE

Write T for true and F for false in the space provided after carefully reading the statements below.

_____ 1. Language is a part of culture.
_____ 2. In the General Assembly of the UN, Mexico has as much power as the United States.
_____ 3. Treaties of Alliance are methods of acquiring power through unity.
_____ 4. Western Europeans have more of a culture than Africans.
_____ 5. Throughout history, culture and heritage have served as a basis of power.

END

After reaching this point go over your test making sure you have attempted all items and that you have followed directions carefully.

UNIT: Mini-units

1. Greece & Rome
2. Crusades
3. Renaissance & the Age of Exploration (Defeat of the Spanish Armada)
4. Twentieth Century Europe

CONCEPT: Power, Man's Progress, Natural Environment, International Law, Culture Change, Conflict, Acculturation, Nation

RATIONALE: Individualized Social Studies mini-unit will be utilized in the second period of six weeks duration in order to have the learner progress at his own speed, succeeding in his chosen tasks, and enjoying the fruits of accomplishment. Thus, the three points of individualization must be accepted by the teacher:

1. Free selection of topics
2. Self pacing
3. Choice of learning activities

In the individualized approach, activities must work toward achievement of the behavioral objectives and include most of the following for effective teaching:

1. Knowledge Sessions
   A. attended by all learners
   B. covering major concepts of mini-unit
2. Independent Research
   A. pupil selection
   B. oral reports encouraged

3. Creative Activities
    A. Art work
    B. Models
    C. Crafts
    D. Creative writing
4. Reading
    A. Note taking
    B. Reporting
        1) oral
        2) written
5. Individual Projects
6. Look & Listen Activities
7. Culmination or Evaluation Activities

These mini-units are designed to provide an overview of European History and to provide some understanding of the changes in the Western world which have led up to the present civilization.

As the military aspect of civilization has continually been a dominant force of change and invention, each mini-unit contains a major conflict that possessed great influence on the western world. These conflicts also serve as demonstrations for the effective use of International Law and without law demonstrate the futility of warfare.

MAJOR OBJECTIVES: The learner will be able to list several ways in which:

1. Power has led to conflict
2. New inventions lead to changes in ways of living
3. Man influences his environment and is influenced by it
4. Law of Nations could provide for peace throughout the world
5. Many cultures have contributed to our civilization

TEACHING STRATEGIES:

I. The teacher will prepare a knowledge session that will introduce the major concepts to the learners.

II. The learners will then be given time to choose their activities for the next five days (contracting is an ideal way to set this up).

III. For the next five days the students will perform activities based on the concepts and objectives of the course. Learning Stations containing the tasks, materials and directions for some tasks must be provided. Each station must be multi-level with at least one task that all learners can perform. Stations should be provided to possess the activities listed in the Rationale or:

1. Independent Research
2. Creative Activities
3. Reading
4. Individual Projects
5. Look & Listen Activities

Each task should also provide an approximation of time that should be allotted for completion. Certain tasks should be able to be completed in one period or less while others may take up to the entire mini-unit period.

IV. Culminating or evaluating activities on Day 7-8 will provide for review of major concepts.

1. U.N. session solving the encompassed conflict
2. Reports - discussion
3. Demonstrations of work completed - discussion
4. Post-test

ACTIVITIES: Examples of tasks for learning stations

Research Reports - Directions typed for title page, table of contents, body of paper, glossary and bibliography, and mounted on station; reports may be oral or written or both.

MATERIALS: Primary Sources - Encyclopedias - Secondary Sources

1. Write a report describing the manner of dress. Explain what they used and why they dressed as they did.
2. Write a report on houses. Explain what materials were used and what tools were used.
3. Write a report on the main religion or religions of the period.
4. Write a report on how the people governed themselves or were governed.
5. Write a report on the plants and animals used for food and how they were prepared.
6. Write a report on the conflict including causes, strategies, results and effects.

CREATIVE ACTIVITIES:

Maps - Materials: Outline Maps - Primary Sources

1. Fill in an outline map of the area being studied with topographical features.
2. Fill in an outline map of the area studied showing where different people lived.
3. Make your own map of the possible routes that were taken to the area of conflict.

Pictures - Materials: Magic markers, crayons, primary sources, paint, brushes, paper, cardboard, scissors, paste

1. Draw a picture of how you think a (1) father, (2) mother, (3) child, or (4) soldier looked.
2. Draw a picture showing two different types of houses that were built.
3. Draw a picture of the weapons used in battle.
4. Draw a picture of some examples of art created during this period.

Creative Activities - Paper, Pencil, Primary Sources

1. Write a poem about life during those times.
2. Write a story about how a boy or girl might have spent an average day.
3. Make up a song that might have been sung during those times.

Individual Reports - Materials: Cardboard, scissors, paste, magic Markers, primary sources

1. Make a model out of cardboard of an example of transportation during the period.
2. Make a model of housing during this period.
3. Make a model of weapons used in battle.
4. Make doll clothing similar to the type worn during this period.
5. Use your imagination and make, write or draw a project of your choosing, checking with the teacher before beginning.

Look and Listen

1. Filmstrip in current study container
2. Cassett in current study container

Reading - Read any of your own choosing.

1. Clothing
2. Food
3. Transportation
4. Weapons and utensils
5. Housing
6. Government
7. Religion
8. Communication
9. Arts
10. Sports - answer the questions in the folder

Resources - Copies of sections from:

1. Harper & Row - World Cultures Past & Present
2. Ginn - Your World & Mine
3. Others

Rewrite sections and provide for lower level readers.

Filmstrips

Canada
Po Valley and the Alps
Industry and the United Kingdom
People of West Germany
Rhone Valley - France
Mountains and Valleys in Switzerland
Rome: the City
Madrid
London
Toledo, Fortress City of Spain
Village, Town and City in the United Kingdom
Family of Spain
United Kingdom: A Green and Pleasant Land
Paris
Family of West Germany
Two Spanish Towns
The United Kingdom & the Sea
The Rhine River

Set

Countries of Europe and Africa
Eye Gate House

Set

Christmas in Germany w/record
Christmas in England w/record

Records

Dances of the World's People, Vol. 2
Dance

Texts

Your World and Mine
Six World Cultures of Past and Present

Reference Books

World Book Encyclopedia
Encyclopedia Britannica (in each classroom)

Life in Europe - The British Isles
Life in Europe - Spain
France
Italy
Spain in Pictures
Switzerland
Let's Travel in France
Let's Travel in Italy
Let's Travel in Spain
Let's Travel in Switzerland
Let's Travel in England

The Human Adventure
Living in Ancient Times
Builders of the Old World
Exploring the Old World 1955, 1960
World History
History for the Beginner

LEARNING STATION

Learning Stations are specific areas in the classroom which provide a planned learning environment where individual students use established skills to learn according to their needs and interests.

Advantages of Learning Stations

1. It is a classroom organization which allows the teacher freedom to work with individual children, or small groups of children, while the rest of the class works in the centers.
2. It develops more positive self-concept of the child as a learner.
3. It provides many opportunities to correlate reading with the other facets of the language arts.
4. It develops independence in children.
5. It replaces seat work.
6. It eliminates group stigma among the children.
7. It provides opportunities for teacher and children to plan together.
8. It gives the children a chance for purposeful movement.
9. It encourages self-evaluation.

Characteristics of Learning Stations

1. Each learning station should reflect the objectives of the unit.
2. Each learning station should help to develop understandings and concepts related to the problem or topic of study.
3. Each learning station should encourage problem solving and critical thinking.
4. Each learning station should be appropriate to the child's level of understanding who is working at that station.
5. Multi-level learning stations should be planned so that all children will have a chance to succeed at some particular station.
6. Each learning station should provide the student with brief and clear directions.
7. Each learning station should provide the student with all materials that are necessary to complete the learning activity.
8. Each learning station should be colorful, attractive, and appealing to the students.

9. Each learning station should be based on behavioral objectives, such as:

to identify	to draw
to describe	to write
to construct	to solve
to list	to differentiate
to name	to outline
to order	to tell
to demonstrate	to report
to state a rule	to dramatize
to compare	to pantomime
to contrast	to illustrate
to distinguish	to sketch
to conduct an experiment	to measure

10. A variety of materials such as; maps, pictures, illustrations, etc., should be used whenever possible.

Organization

Teacher

1. Place each station in a designated area of room where children can work at ease.

2. Have all materials available at that station.

3. Explain to the pupils the activities of each station.

4. Establish routines
   (a) Number of pupils to work at each station
   (b) Length of time to be spent at each station
   (c) Kind of working atmosphere

5. Provide a specific area for teacher-pupil conferences.

6. Provide a schedule for individual work, group work, and time for group discussion.

7. Provide a folder for completed work at each station.

8. Prescribe a plan for selected activities to be completed at each station.

9. Plan a progress checklist of assignments completed by each child.

10. Check the students out individually as each student complete all or parts of the station.

11. Provide opportunities for children to share information learned based on the learning center activities.

Child

1. Has freedom to move about.

2. Has the opportunity to work with classmates.

3. Has "talking time" through which he may clarify concepts as he verbalizes to classmates and hears them verbalize.

4. Has the responsibility of working on his own to complete assigned tasks.

5. Keeps a record of his own progress.

6. Works toward different learning goals.

7. Uses different learning materials.

8. Learns by different instructional techniques.

9. Proceeds at his own rate to master the learning task.

10. Has some opportunity in selecting the station at which he wishes to work.

Schedule

Plan A

Name	Station Number	Date Began- Date Completed	Rejected - Accepted
Prescribed	Station No. 1	_____	_____
_____	Activity A	_____	_____
_____	Activity B	_____	_____
_____	Activity C	_____	_____
_____	Activity D	_____	_____
_____	Activity E	_____	_____
____	Station No. 2	_____	_____
_____	Activity A	_____	_____
_____	Activity B	_____	_____
_____	Activity C	_____	_____
_____	Activity D	_____	_____
____	Station No. 3	_____	_____
_____	Activity A	_____	_____
_____	Activity B	_____	_____
____	Station No. 4	_____	_____
_____	Activity A	_____	_____
_____	Activity B	_____	_____

_____	Activity C	_____	_____
_____	Activity D	_____	_____
____	Station No. 5	_____	_____
_____	Activity A	_____	_____
_____	Activity B	_____	_____
_____	Activity C	_____	_____
____	Station No. 6	_____	_____
_____	Extras for Experts		
_____	Fishing Fair		

(Based on 5 Day Plan)

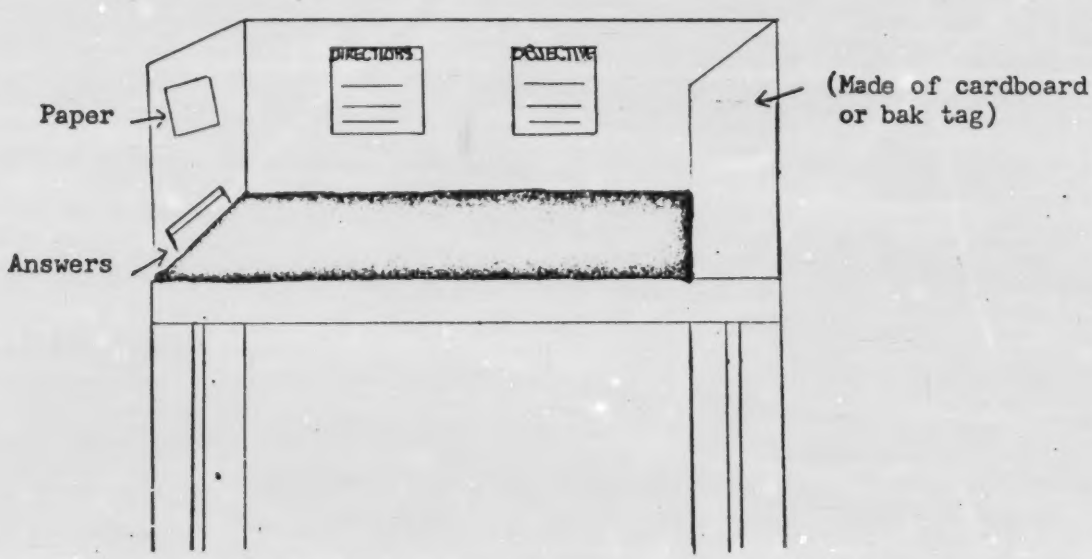
Plan B

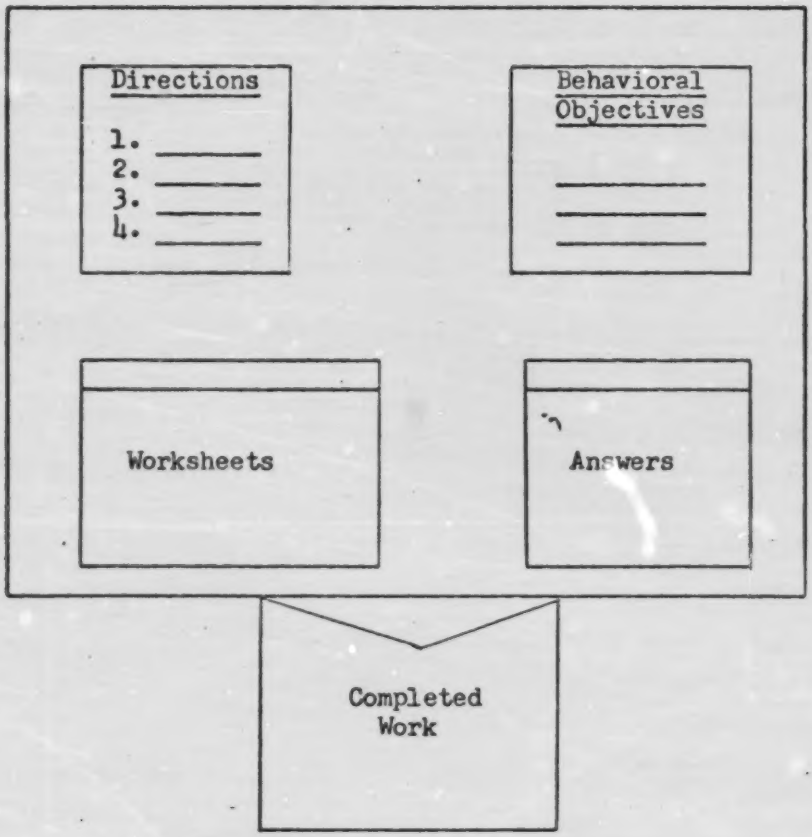
	Group A	Group B	Group C	Group D	Group E
Monday	Station #1	Station #2	Station #3	Station #4	Station #5
Tuesday	Station #2	Station #3	Station #4	Station #5	Station #1
Wednesday	Station #3	Station #4	Station #5	Station #1	Station #2
Thursday	Station #4	Station #5	Station #1	Station #2	Station #3
Friday	Station #5	Station #1	Station #2	Station #3	Station #4

Plan C

Children schedule their sequence of experiences based on their interest and their needs.

Individual Learning Carrel is a station where a child works independently on learning activities designed for enrichment or remedial needs. It is constructed to provide complete privacy on three sides. The instructions and materials are located within the carrel.





Kinds of Learning Stations (Examples)

(1) Creative Writing

Beginning sentences, phrases, pictures or unique objects might provide the necessary motivation to encourage the children to write. Pencils, paper, and a comfortable place to write should also be available.

(2) Science

Experiments, research materials, filmstrips, objects which the children could manipulate and make discoveries can be arranged throughout the classroom. Specific instructions would be included with each activity.

(3) Social Studies

Maps, globes, pictures, games, filmstrips, tape recordings, and a variety of reading materials can form the basis for many independent activities. Reflected in these activities are behavioral objectives that the student can accomplish.

(4) Art

Paper bags, scissors, paste, crayons, and colored paper will keep children interested, especially if they are placed in a center which has directions for making a paper bag puppet displayed attractively.

(5) Mathematics

Manipulate materials, special instructions, illustrations and/or programmed materials can help that bright or slow child acquire the knowledge desired.

Children need to become actively involved in an interesting and challenging atmosphere. Learning Station approach is one technique.

Individualizing Social Study Units

The same conceptual structure used in a group unit, with accompanying behavioral objectives, may be used as the basis for the organization of an individualized unit. From that point, the unit may be individualized by three basic steps.

1. Develop a pretest or preassessment instrument to determine where the child is at the present time.

2. Provide for a choice of learning activities (Learning experiences are categorized under a number of different headings such as reports, creative activities, etc. and are keyed back to specific major concepts and behavioral objectives).

3. Provide a means of evaluation to determine the extent to which all major concepts of the unit have been achieved.

Any attempt to individualize social studies must take into account three principles of individualized instruction:

1. Free selection of topics for study in a choice of units approach

2. Self-pacing

3. Choice of learning activities

In an individualized unit approach, learning activities that are specifically geared to the development of major concepts and behavioral objectives of the unit are categorized under the following nine headings:

1. Knowledge Sessions

   a. Conducted by the teacher and cover all large understandings or major concepts.
   b. All students may be required to attend each session.

2. Independent research reports-oral and written

   a. Left to the pupils' judgment
   b. Encourage at times to give oral reports

3. Creative Activities

4. Individual Projects

5. Look-and-listen sessions

6. Readings

7. Question for answer or discussion

8. Vocabulary

   a. Point system
   b. Two points for each new word learned

9. Culmination Activities

Study Guide Procedure

1. Every Monday the student will fill out a contract. He will contract what he plans on getting done in a one-week period.

2. At the end of each social studies period, if the student has completed some work it is turned in along with his study guide folder.

Student Contract	Name
Choice of Activities	Social Studies Daily Schedule
1. Creativity pictures ☐ chart ☐ stories ☐ poems ☐ 2. Reports ☐ 3. Individual Project ☐ 4. Readings ☐ 5. Film ☐ 6. Vocabulary ☐ (Student checks the work he has completed at the end of the week.)	Monday Date_____ Knowledge session: 35 minutes Contracting session: 15 minutes - Tuesday Date_____ Independent study: 45 minutes Creativity: pictures Picture showing how the California Indian looked - Wednesday Date_____ Independent study: 45 minutes Filmstrip: Early California Indians - Thursday Date_____ Independent study: 45 minutes Readings: Food of the California Indians folder - Friday Date_____ Independent study: 45 minutes Creative Writing "Indian Legend"

Student Study Guide

Name _____

Major Concept or Main Idea	Supporting Ideas	Behavioral Objective	Vocabulary
1 Geography and climate of Calif. affect where Indians live.	1 Many varied climates are found within borders of Calif. 2 Calif. possesses many natural resources. 3 Topography influences the location of settlements. 4 There is no written record of when, how, or why the Indians came to Calif.	I will understand the climate and topography of Calif. and why it affected where the Indians lived. I will be able to locate and fill in my own outline map showing the topography features and the natural resources of California.	1 coastal 2 desert 3 valley 4 river 5 lake 6 bay 7 island 8 climate 9 topography 10 Asia 11 tribe
2 People of a different culture often look different from people of our own culture.	1 Calif. Indians are of a short stature, stocky, and strong. 2 California Indians are flat-nosed and broad-faced. 3 Calif. Indians have black hair that is very straight and eyes that are very dark. 4 Calif. Indians' skin coloring varied from light brown to dark.	I will be able to show in a drawing what the Calif. Indians look like. I will be able to describe in a written paragraph the characteristics that differentiate the Indian from people of my own culture.	1 stature 2 structure 3 stocky
3 California Indians' environment determined their manner of dress.	1 The clothing of the Indians was very scanty. 2 Plants and animals provided the materials used to make clothing. 3 Calif. Indians wore feathers, headdresses and robes only for ceremonial occasions. 4 Shell beads were their favorite article of ornament.	I will be able to describe in a written report the characteristics of the Indian's dress and explain why he dressed as he did. I will be able to show in picture how the men, women, and children dressed and report orally the reasons. I will be able to explain from which plants and animals the different types of Indian clothing were made.	1 ornament 2 apron 3 loincloth 4 scanty 5 tules 6 implement
4 Food and how it was prepared. (Nature helps to satisfy man's basic needs.)	1 Plants were the Indians' main food. 2 Meats and fish were important foods. 3 Indians built storehouses for food. 4 Indian foods required little preserving.	I will be able to chart out the types of food the Indians ate and illustrate the source from which they came. I will be able to demonstrate, by acting it out, the different methods of preparing food.	1 preserve 2 storehouse 3 acorn 4 Chia 5 utensil 6 granary

Student Study Guide (*Continued*)

Major Concept or Main Idea	Supporting Ideas	Behavioral Objective	Vocabulary
	5 Baskets were used for cooking utensils. 6 Indians cooked out of doors		
5 The climate and materials available in a region influenced the types of Indian homes built by the California Indians.	1 The wickiup was common to most sections. 2 A village of wickiups was called a "rancheria". 3 Plank houses built of redwood were used by the northern Indians. 4 Grass houses were built by the southern Indians.	I will be able to make a model of the different types of Indian homes. I will be able to illustrate in drawing the different utensils and materials used in building each of these homes.	1 implement 2 fertile 3 settlement 4 wickiup 5 plank 6 assembly house 7 sweat house 8 rancheria
6 California Indians used tools, weapons, and utensils for their survival.	1 Implements were primarily made of stone, bone, and shell. 2 Implements and utensils were primarily used to make houses, boats, rafts, baskets, bowls, ornaments and in cooking.	I will be able to illustrate on a chart the implements and utensils and weapons used by the Indians and will be able to explain and illustrate what each was used for.	1 weapon 2 hatchet 3 flaked knives 4 wedge 5 mussel-shell adz 6 bone awls 7 scraping stones 8 fire stick 9 fire stone 10 metate-mano 11 mortar-pestle 12 atlatl 13 forked hunting stick 14 forked fishing stick
7 Indian men, women, and children participate in many activities.	1 The Indians govern themselves. 2 The Indians amuse themselves with many games. 3 Storytelling was a favorite entertainment. 4 The Indian men, women, and children work hard for their survival. Ex. cooking hunting. . . .	I will be able to play an Indian game. I will be able to sing an Indian song, and make either a basket, piece of pottery, or a piece of jewelry. I will be able to write an Indian legend.	1 amusement 2 entertainment 3 chant 4 government 5 legend 6 ceremonial 7 pottery

Choice of Learning Activities **Name** _____

Knowledge Session (10 points) All knowledge sessions must be attended.	Date	Points Earned
1 Climate and geographical features affect where the California Indians settle.		
2 People of a different culture often look different from people of our own culture.		
3 California Indians' environment affected the way they dressed.		
4 Food and how it was prepared.		
5 The climate and materials available in a region influenced the types of homes built by the California Indians.		
6 California Indians use tools, weapons, and utensils for their survival.		
7 Indian men, women, and children participated in many activities.		

Research Reports (written - 25 points; oral - 15 points) Must choose at least one written report and one oral.	Date	Points Earned
1 Write a report describing the California Indian men, women, and children's manner of dress. Explain what they used and why they dressed as they did.		
2 Write a report on the Indian houses. Explain what materials were used and what tools and implements were used. Explain in which region of California each could be found. Explain how the climate affected the type of house they built.		
3 Write a report on how the Indians governed themselves.		
4 Give an oral report explaining how the topography and climate of California affected where the Indians lived.		
5 Give an oral report explaining the different plants and animals that were used for food. Be able to tell how they were prepared.		
6 Compare the modern and early California methods for preserving food (written or oral report).		

Creative Activities (5–25 points) Must do at least one map, chart, story, and activity.	Date	Points Earned
Maps 1 Fill in an outline map of California. Include topographical features and natural resources. Use symbols and labels.		
2 Fill in an outline map of California showing where each of the different tribes was located. Show the different crops located in each region.		
3 Make your own map showing the possible routes the Indians may have taken to get to California.		
Pictures 1 Draw a picture showing how you think the California Indian looked.		

Choice of Learning Activities (*Continued*)

"Creative Activities"	Date	Points Earned
2 Draw a picture showing how the men, women, and children dressed.		
3 Draw a picture showing the three different types of houses the Indians built.		
4 Draw a picture of the weapons men used for fishing and hunting.		
Creative Writing		
1 Write a story explaining why you would or would not like to dress like the California Indians.		
2 Write a story about yourself and explain how you would spend one day in an Indian village.		
3 Write an Indian legend.		
4 Write a play about the California Indians and present it to the class.		
Charts		
1 Make a chart showing the animals and plants used for making clothing and beside each draw a picture of the article of clothing.		
2 Make a chart showing the different kinds of Indian foods and indicate in which region each would be found.		
3 Make a chart showing the different implements, weapons, and utensils used by the Indians and show what each was used for.		
4 On a chart list the activities of the men, women, and children.		
Activities		
1 Learn an Indian game.		
2 Learn an Indian song.		
3 Learn an Indian dance.		
4 Make a folder on California Indian life.		
5 Write a poem about California Indian life.		
Individual Projects (10–25 points) You must choose at least two projects.		
1 Make a puppet of an Indian man, woman, or child. Dress it appropriately.		
2 Arrange a display of foods that are seeds, roots, stems, and leaves.		
3 Make a model of either a grass house, a plank house, or a wickiup.		
4 Make a mural showing Indian life in each of the different regions of California.		
5 Make a piece of Indian pottery.		
6 Weave an Indian basket.		
7 Make a piece of Indian jewelry.		
8 Make a diorama of an Indian village.		
Look-and-Listen Section (10 points) View any three filmstrips you would like		
1 Filmstrip: *Early California Indians*		
2 Film: *Indians of California, Part II, Food*		
3 Film: *Indian Dances*		
4 Other		

Choice of Learning Activities (*Continued*)

Readings (10 points) Read any five of your own choosing. Answer question in folder.	Date	Points Earned
1 Climate and topography of California		
2 How California Indians look		
3 Clothing of the California Indians		
4 Food of the California Indians		
5 Storehouses and preservation of food		
6 Methods for preparing food		
7 The rabbit drive		
8 Weapons used for hunting		
9 Materials used for building homes		
10 The plank house		
11 The grass house		
12 The wickiup		
13 Implements, weapons, and utensils, and the use of each		
14 How Indians lighted fires		
15 Government of the Indians		
16 Activities of the California Indians		
Books to be used for research		
1 Richards, *California Yesterday*		
2 Flower, *A Child's History of California*		
3 Buell, *California Stepping Stones*		
4 Marcy, *The Indians' Garden*		
5 Hoffman, *California's Beginnings*		
6 Sneddon, *Docas, Indian of Santa Clara*		
Culmination of Unit (10 points)	**Date**	**Points Earned**
1 Plan a California Indian feast day.		
2 Complete folder or scrapbook on Indian life.		
3 Complete the outline map on the classroom wall.		
4 Make a mural showing all the different phases of the California Indian's life.		
5 Take Posttest.		

QUESTIONS AND ACTIVITIES

1 / Give three major reasons why careful planning is basic to good teaching.

2 / Explain the major differences between a teaching unit and a resource unit.

3 / Give a number of basic reasons why the content of a unit should be organized around a conceptual structure.

4 / How does a unit of work provide for individual differences?

HISTORY - SECTION II

EGYPT

HISTORY

TOPIC: EGYPT

BY: MRS. SLACUM

I. Major Concept: Cultural Heritage

II. Topic: Egypt

III. Rationale:

Egypt existed in a highly developed state many centuries ago. The early rulers learned that through a powerful government and organization that they could accomplish their desired goals.

Because the ancient Egyptians believed in life after death and made many elaborate preparations for their afterlife which have endured through the centuries, people today have an accurate knowledge of what life was like several centuries ago. No other ancient civilization has left such a complete array of artifacts. Through their wall paintings, statues tombs, and temples historians today have reconstructed a picture of this ancient civilization. A knowledge of industries, recreational, diversifications, food, clothing, furniture and tax systems can be compared and contracted to those of today.

Because of man's resourcefulness the ancient Egyptians were able to survive in a country that has practically no rainfall.

IV. Generalizations

1. Early man adopted himself to his environment.
2. Natural phenomena (annual flood) affected the resourcefulness of the early peoples.
3. Geographical features sometime cause societies to develop wothout outside influence.
4. Rivers provided irrigation for crops, transportation, and deposited a rich silt which causes the formation of fertile land.
5. Man's clothing needs depend on climate.
6. Man learned to grow crops that could be made into clothing.
7. Man learned that by living and working together that life was easier.
8. Many cultures accept the idea of life after death.
9. Ancient cultures made many contributions to future civilizations.

V. Objectives

1. The students will be able to locate the Nile River, delta the deserts, cities, and surrounding bodies of water on a map of Egypt.
2. The student will examing a variety of resouces will be able to interpret, pictures, maps, charts, and time lines.
3. The students will complete a bibliography of reference materials used throughout the unit.
4. The studehs will define a list of terms used in the study of Egypt.
5. The students will list on paper five differences in U.S. and Egyptian ways of living. that are adaptations of enviornment.
6. The students will write in paragraph from three major contributions made by the ancient Egyptians to future civilizations.

7. The students will organize and assemble information acquieed through listening skills in a written travel log.

8. The sutdents will identify famous: pieces of sculplture from pictures.

9. The sutdenrs will reproduce facsimiler of ancient Egyptian murals on chalk boarddor project roll paper.

10. The students will construct a pyramid using such media or sugar cubes, plaster paris or cardboard to demonstrate that a pyramid is a foursided figure.

11. By use of seap carvings, the student will make models of ancient Egyptians art.

12. The sutdents will use note cards when giving oral reports.

13. The student siwll determine annual rainfall and population by interpreting charts and graphs.

14. The pupils will plan a tenday trip to Egypt selecting places of interest.

15. The pupils will consult a variety of references and discover what Egyptian currency is called and relate equivalenty to American currency.

16. The pupils will consult references to check time zones and identigy the time differences between the U. S. and Egypt.

17. The students will describe the purpose of passports and the procedure for securing one

VI. Teaching Strategies

Learning Centers (Seven-day block)

Ditto sheets are available with instructions for each of four centers:
1. Travel information
2. Map instructions
3. Pyramid research facts and cross-sectional diagrams
4. Filmstrip and recording

A chariman is selected from each group and is responsible for distributing instructional materials as the goup proceeds from one center to another.

On the eighth day time is provided for completeion of unfinished work. It is necessary to give additional assistance to slower students when they are working at station I (Travel Information) and III (Pyramid Research).

LEARNING STATION #1

1. Using the Travel Folders, list ten places to see. Name the town in which each is located.
2. Find permitted baggage weight.
3. The Egyptians do not use dollars. What is their currency called? How many of them are equal to a dollar?

LEARNING STATION #2

MAP INSTRUCTION SHEET

I. Locate thefollowing on the map:

Giza
Abu Simbel
Luzor
Karnak
Cairo
Rosetta
Alexandria
Sakkara
Aswan

Nile River
Mediteranean Sea
Suez Canal
Sinai Peninsula
Gulf of Suez
Red Sea
Lake Nasser
Port Said
Valley of the Kings
Eastern and Western Deserts

II. Draw a small sketch of each of the following at the proper location:

pyramids
Aswan Dam
Temple at Karnak
Statues at Abu Simbel
Rosetta Stone
Cleopatra's Needle
Sphinx
King Tut's Tomb
Step Pyramid

III. Color as indicated:

Nile River - blue

Nile Valley - green

Desert area - yellow

LEARNING STATION #3

I. Using various references, list at least fifteen <u>good</u> facts about pyramids. Include such information as:

description
age
use
height
number of blocks of stone
description of interior
the largest built for whom
Content
reason for building

II. Draw a cross-sectional diagram of the interior of a pyramid. Label.

LEARNING STATION #4

FILMSTRIPS: THE NILE VALLEY

1. Name five major cities in Egypt.

   1. _____ 3. _____ 5. _____

   2. _____ 4. _____

2. What is the capital of Egypt?

3. What is the name of Egypt's river?

4. In what direction does this river flow?

5. What is the width of the valley?

6. How has the annual flood benefited Egypt?

7. Name three methods of irrigation used by the Egyptians.

   1. _____ 2. _____ 3. _____

8. What is the name given to the area at the mouth of the Nile?

9. Name four main industries of the Egyptians?

   1. _____ 3. _____

   2. _____ 4. _____

10. What is Egypt's main export?

11. Name three main crops of the Egyptians.

    1. _____ 2. _____ 3. _____

12. What benefits do the Egyptians hope to receive from the High Dam at Aswan?

13. Where do most of the people in Egypt live?

14. Of what race are the Egyptians?

15. Why do the Egyptians wear long robes in a warm climate?

16. What are the peasants called?

17. Describe the homes of the peasants.

18. What is the name given to the flat-bottomed sail boat?

19. Name four means of transportation used by the Egyptians.

    1. _____ 3. _____

    2. _____ 4. _____

LEARNING STATION #4

Filmstrip: The Nile Valley (continued)

20. Name three ancient relics mentioned in the filmstrip.

1. _____ 2. _____ 3. _____

21. Why have ancient wall paintings proved valuable?

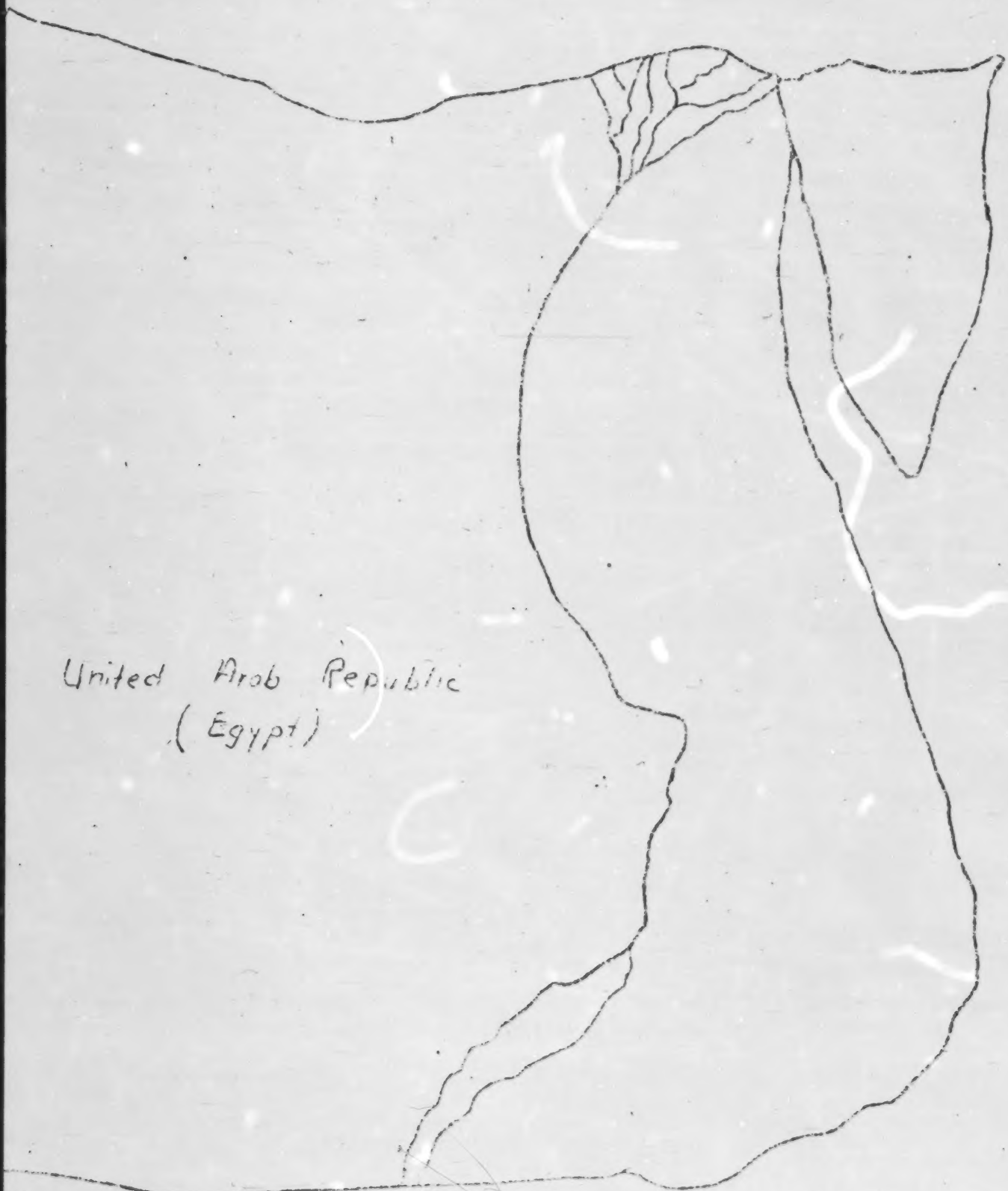
22. What was the ancient Egyptian writing called?

23. What is Egypt's main seaport?

24. What is Egypt's main religion?

25. How many times a day do these people pray?

11



~~Page 2 of 2~~

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16

Birthdate	Birthplace	
Height	Hair	Eyes
Date	ISSUE DATA	
Minors	Passport Renewal	
Signature of Bearer		

EXPIRES IN FIVE YEARS

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VI. Teaching Strategies

Passports

Objectives: Learn purpose and procedure for securing a passport.

1. What is a passport?
2. Why is a passport needed?
3. Where are passports obtained?
4. How do we apply for passports?
5. What happens if a traveler looses his passport while in a foreign country?

Applying for Passports:

After discussion of funciion of passports, "clerks" are appointed to fill in passport forms for those applying. After the information is placed on the form, the students, using an authentic passport, reproduce a cover for theirs.

VI. Teaching Strategies

Rosetta Stone:

Objectives: To learn how comparatively recent discovery led to the traslation of hieroglyphirs.

After showing the students a picture of the Rosetta Stone, ask them to tell how many different languages appear on it. They can be told that it is probably the most valuable discovery of Egyptians relics that has been found.

Questions:

1. Which is more valuable? gold or hasalt
2. Why is it so valuable when it is just a piece of hasalt?
3. What is meant by the term "lost language"?
4. How can a language become forgotten?

Try to compare problems incountered with new math. Ask children id their parents could do math problems a different way from theirs. Which way is best?

Explain that hieraglyphirs was very tedious and difficult to do because they were so detailed. Eventurally the ancient Egyptians madified their written language and come up with a simplified form called dematic. This can be compared to the difference between manuscript and cursine writing.

The new form was being used and eventually thowe who knew the hieroglyphirs died. After a period of years, there was no one around who could read the hieraglyphirs, although the inscriptions remained clear and undisturbed through the hundreds of years that followed.

At the period that the Rosetta Stone was written, the Greeks occcupied and reled Egypt. They brought their language with them.

Ptolemy V, then King of Egypt, made a decree and wanted everyone in Eygpt to be abàe to read what he had written, thus it was written in three languages.

When their two thousand year old stone was discovered accidentally less than two hundred years ago scholars could translate the ancient Greek and the dematic. Both said the same thing so it was hoped that the hieroglyphirs said the same. After a twenty year period of study, a Frenchman named Champallion devised the first hierogylphic alphabet. From tere , historians

THIS PAGE WAS MISSING FROM THE DOCUMENT THAT WAS
SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

Rosetta Stone (con't)

were able to translate inscriptions on tomb and temple walls and piece together a knowledgeable account of ancient life.

1. Was the stone important because of its age?
2. Was it important because of what it said?

Justify your answers.

Conclusion:

It provided a key to reading other hieraglyphic writtings.

VII. Activities

1. Make a travel poster adventising a city or an ancient relic.
2. Make alife size mummy tracing the outline of a person, and copying the mummy case details from various references.
3. Make a picture dictionary using volcabulay pertaining to unit.
4. Make a cross-sectional diagram of a pyramid indicating passageways and chambers.
5. Make a mummy case, mummy, sculpture, pyramid, or any other desired project in media of choice.
6. Make a salt and flour map.
7. Make a sugar cube step pyramid.
8. Draw a map.
9. Make replica of UAR flag on paper or with cloth.
10. Make macaroni jewelry similar to that found in tombs.
11. Take a field trips to Philadelphia to University Museum to visit exhibit and mummy room.
12. Develop a bullitin board tracing the class's trip through Egypt.
13. Using transparancies, draw enlarge pictures of Egyptians temples, kings, or wall paintings.
14. Make a facsimile of carving in stone, using plaster of Paris.
15. Make a passport.
16. Make an example of a shadoof.
17. Select topic of chice and through research, find as much information as possible.

(Person with the most informative results for each topic will be tour guide for imaginary trip.)

18. Use worksheet to piece together imaginary fragments of relics to determine as an archaelogist would what the entire object was.

19. Using the listening center, find answers to questions on worksheet.

20. Using travel folders, find places of interest, type of currency used in Egypt, and the amount of permitted baggage weight for flight.

21. Draw a population map of Egypt.

VIII. Evaluation

Pre-test

Post-Test

Pyramid Test

Pyramid Review Quiz

Notebook with daily record of travel log

Daily observations

EVALUATION Name_____

Pre-test: and Post-test:

Identify each of the following terms.

1. pharaoh
2. civilization
3. tomb
4. sphinx
5. Rosetta
6. pyramid
7. scarab
8. Nile
9. King Tut
10. Osiris
11. papyrus
12. stylus
13. mummy
14. delta
15. Cairo
16. hieroglyphics
17. obelisk
18. shadoof
19. irrigation
20. afterlife

---

1. Where is Egypt located?
2. What is the name of the fiver in Egypt?
3. In what continent is Egypt located?
4. How was it possible for civilization to have existed in a country with as little rainfall

as Egypt?

5. What belief of the ancient Egyptians has made it jpossible for us to know what life was like in ancient times?

6. What were some of the contributions the ancient Egyptians made to futnre civilizations?

Evaluation

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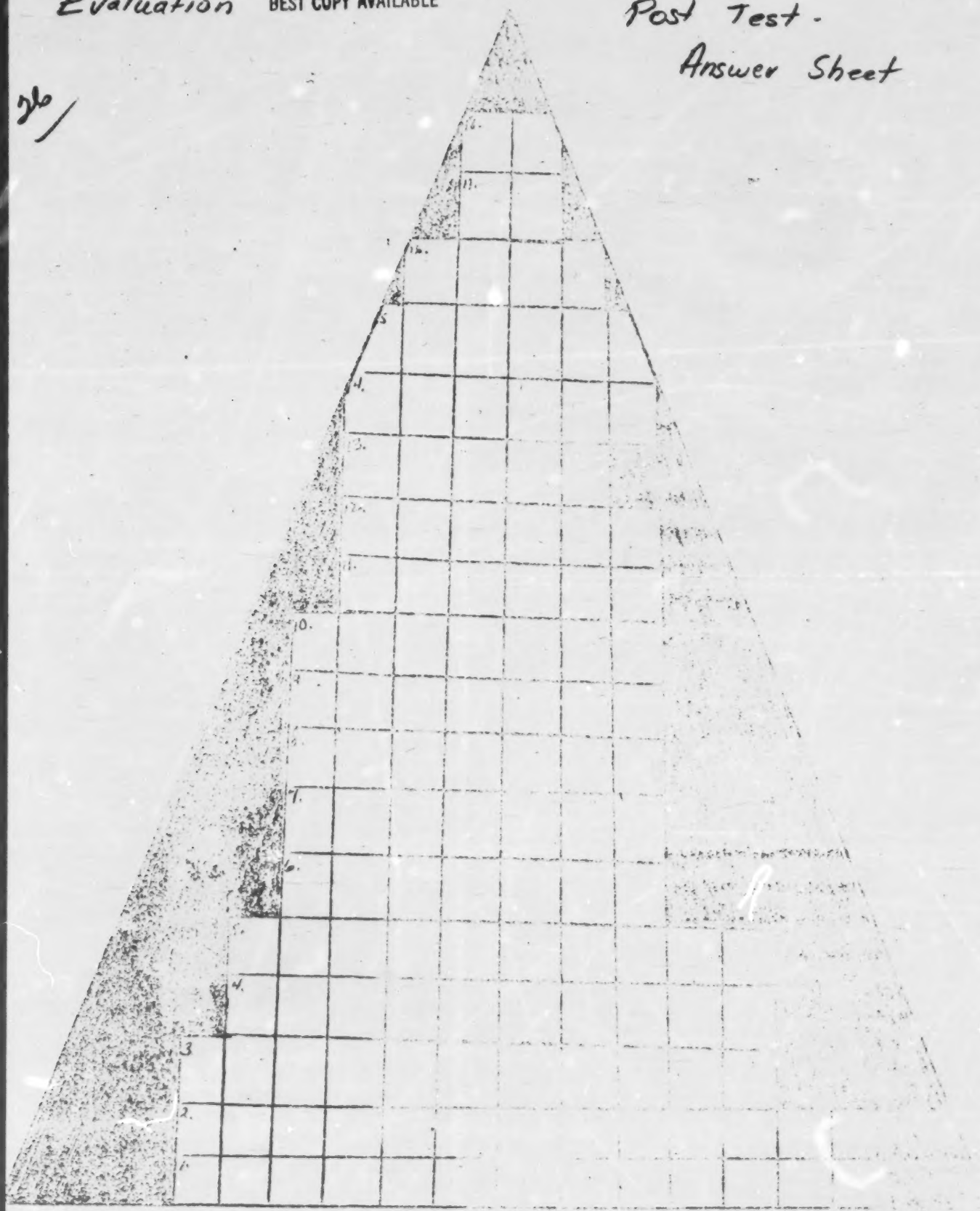
Post Test -
Answer Sheet

26



Evaluation

Post Test

Instruction Sheet

Complete the pyramid by completing the following statements.

1. A word meaning ..ifts.
2. The earliest form of writing used in the Nile River Valley.
3. A Frenchman who first learned how to read the early Egyptian writing.
4. A great Egyptian port on the Mediterranean Sea.
5. Act of putting water on the land.
6. A famous stone which unlocked the secret of Egyptian writing.
7. A machine used in Egypt to put water on the land.
8. The name the Egyptians gave to their kings.
9. An Egyptian tomb.
10. A tall, four sided shaft of stone. Its shadow helped the Egyptians measure time.
11. A strange statue with a head of a man and the paws of a lion.
12. An Egyptian god of death.
13. An emblalmed body.
14. The Greek name for the king for whom the largest of the pyramids was built.
15. Where the largest of the Egyptian temples is loca ed.
16. Egypt has been called the "gift" of this river.
17. An abbreviation for the word mountain.
18. An abbreviation meaning "before the birth of Christ."

Evaluation

Pyramid Review Quiz

Name _____

Section _____

1. Huge tombs called _____ were erected for the Egyptian pharaohs.

2. It is estimated that nearly _____ men worked nearly _____ years to build the pyramids.

3. The pyramids are nearly _____ years old.

4. The largest pyramis was built for _____.

5. A pyramid has _____ sides.

6. The pyramids made of _____.

7. Along with the body of the pharaoh, the pyramids contained such things as _____, _____, and _____.

8. The ancient Egyptians belief in _____ is what has made it possible for us to know what life was like so many years ago.

9. The Great Pyramid contained over _____ blocks of stone.

10. Each stone weighed over _____.

Draw a diagram of the interior of a pyramid, labeling as well as possible, each section.

29

Name _____

1. What is the capital of Egypt?

2. What are the Egyptian people called today?

3. What is the name of the river flowing throught Egypt?

4. What are three of Egypt's main imports?

5. What is Egypt's main seaport?

6. What is Egypt's main export?

7. What is the main religion in Egypt?

8. What relatively new name has been given to Egypt?

9. Where is Egypt located?

0. What is Egypt's northern boundary?

1. What are two primitive methods of irrigation used in Egypt today?

2. Why are the homes in the Egyptian villages located at the edge of the desert?

3. Why are the Egyptian village homes made from mud bricks?

4. How would you describe these homes?

5? What is the name of the boats with the triangular-shaped sails?

6. How would you be albe to identify a man from a woman if you were to see a crowd of natives in their long robes?

7. If you were to travel to Egypt, how many pounds of baggage is permitted without additional charge?

8. What two preparations must be made by an international traveler before leaving the country?

9. Briefly compare the life of an Egyptian child to yours.

0. Write the following in the proper bibliography form:

Land of the Pharaohs by Leonard Cottrell, published by the World Publishing Company in New York in 1960

Resource Materials

Reference Books:

World Cultures Past and Present Harper and Row

The Human Adventure Field Educational Publications

Discovering Tutankhamen's Tomb by Shirley Glubok

Secrets of Tutankhamen's Tomb by Leonard Cottrell

Land of the Pharoahs by Leonard Cottrell

Ancient Egypt by R. R. Sellman

The Egyptians Knew by Tillie S. Pine

Pharaohs of Egypt by Jacquetta Hawkes

The Art of Ancient Egypt by Shirley Glubok

Finding Out about Ancient Egypt by E.E.L. Mellerish

First Book of Ancient Egypt by Charles Alexander Robinson

Everyday Life in Ancient Egypt by Jon Manchip White

Gift of the River by Enid La Monte Meadowcroft

Looking at Ancient History by R. J. Unstead

Long Ago in the Old World by Vincent Cassidy

A Trip to the Valley of the Nile by J. G. Mayer

Archaeology - Exploring the Past by Edith Whitney Watts

The Wonderful World of Archaeology by Ronald Jessup

The Land and the People of Egypt by Zaki Naguib Mahmoud

The Egyptians by Isaac Asimov

All About Archaeology by Anne Terry White

Life Long Ago by Edw. Ochsenschleger

Lost Worlds by Janet Chenery

IX. RESOURCE Materials (continued)

Reference Books (continued)

Hieroglyphics for Everyone

Fiction

Egypt Dame

Bess and the Sphinx

Honey Nile

Boy of the Pyramids

Films:

The River Nile

The Ancient Egyptian D.P.I.

Ancient Egypt

FILMLOOPS:

Aswan Dam

Temple at Abu Simbel D.P.I.

Maps

Pictures

Slides

Travel Posters

IX. RESOURCE Materials (continued)

Filmstrips

Life in Ancient Egypt

The Nile Valley

Ancient Egypt

Egypt Today

Gifts from Ancient Times

Egypt--Land of the Pharaohs

Adventuring into the Buried Past

Life in Ancient Egypt

Egyptian Art

Egypt

Our Heritage form Ancient Times

Tutankhamer

Cairo

Upper Egypt

Memphis and the Delta

Thebes

Life in Ancient Egypt

Egypt, Land of the Nile

Aswan Dam

Recordings:

The Nile Valley

Egypt--Land of the Pharaohs

Adventuring into the Buried Past

Tutankhamen

Cairo

Upper Egypt

Memphis and the Delta

IX1. RESOURCE Materials:

Filmstrip Projector

Overheard Projector

Tape recorder

Listening Canters

Individual Filmstrip Veiwers

Magazines

National Geographic

May 1969

Oct. 1963

May 1965

Oct. 1969

Life Magazines

April 5, 1968

April 12, 1968

April 19, 1968

May 31, 1968

June 7, 1968

June 14, 1968

Pamphlets:

The Rosetta Stone

Mummies

Nefratete

Ancient Records - Papyrus Seralle
Ancient Records - Papyrus Paper

RESOURCE MATERIALS
TRANSPARANCIES:

Tutankhamenis Treasures

Plan of King Tut's Tomb

Map - Ancient Egypt

The Great Pyramid

Gods and Goddesses

The Amarna Period

Egypt and Her Empire at the Time of Thurmosis III

Writing and Numbers

Trade

Life after Death

Games and Play

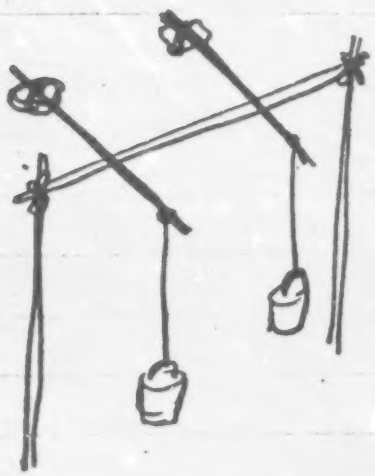
Dress

Homes and Garden

Work

EGYPTIAN SHADOOF

When studying about the irrigation methods of the ancient Egyptians, some students may want to make a shadoof. Materials needed: two sticks for supports and a bar to go across the center, two small stones for weights, string, two sticks for arms and two small paper cups for buckets. The shadoof can be assembled according to the following diagram.

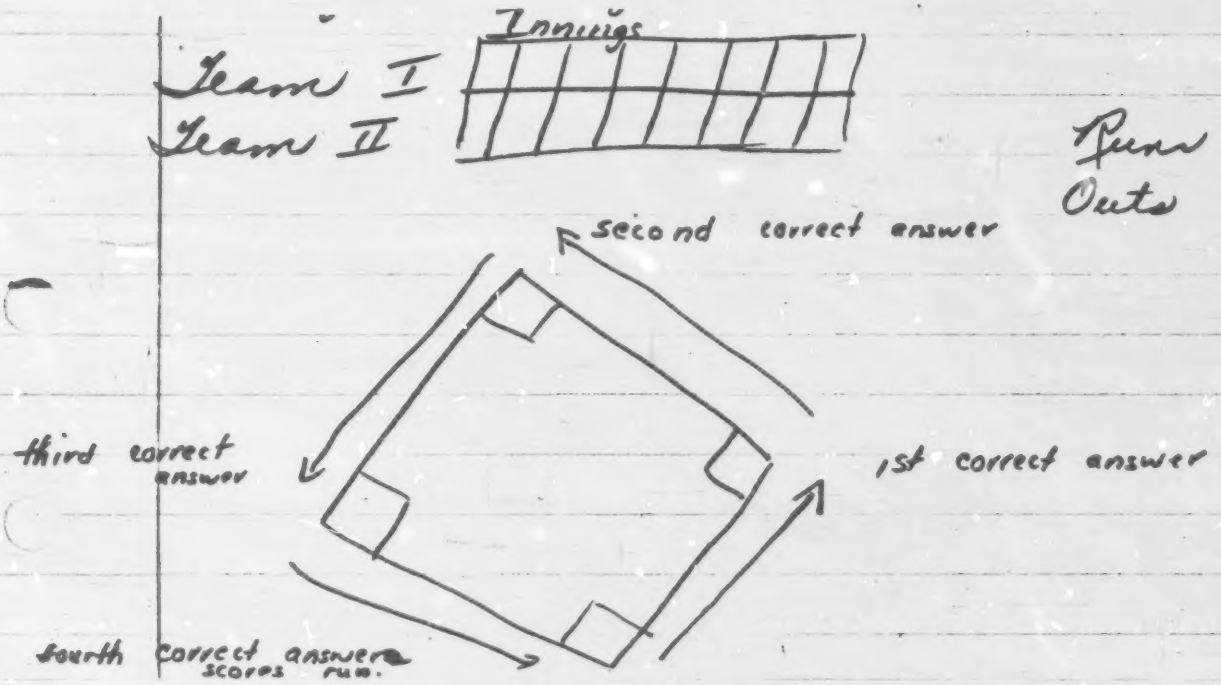


GAMES AND SIMULATIONS

Baseball Review

Divide class into two teams and have a captain select a team title. If a player misses an answer, it is an out for the team. Three incorrect answers retire the side.

It takes four correct answers before a run can be scored, as each correct answer only advances a player one base. Determine befroehand how many innings will be played.



GAMES AND SIMULATIONS

Role Playing

As students prepare for imaginary trip to Egypt and select places to see, find out plane fare, type of clothing to park, weight of clothing (baggage) secure passports tickets, and money exchange, they will board "plane". A cassette provides music while boarding plane, "and the "pilot" given information such as altitude, speed, time change, etc. An areal view of Egypt is projected on a screen showing the desert and the narrow fertile strip of land which borders both sides of the Nile.

As a follow up, the students would write about their vicarious experience as if they were writing in a diary. They would include such information as:

1. How fast did the plane travel?
2. What altitude did the plane fly?
3. What was the differance in Cair and New York time?
4. What did the desert look like?
5. How would the Nile and the Nile Valley be best described?

From the airport to the hotel through the use of slides, the students could absence the Arabiac writing an road signs, the native drees, the custom of natives carrying baskets on their leads, children begging for coins from the tourists, amid homes of the peasants, and finally with its gigantic ancient hieroglyphic symbols used on decoration. The Nile Hilton will be their headquarters for the next couple of days.

MUMMY GAME

Purpose: To review some facts about Egypt.

Materials: Pipecleaners, newspapers, wheat paste,empty coffee cans, rubber hands.

Directions: Tie several pipe cleaners together to form an outline of a man. Soak strips of paper in water. Add water to wheat paste until the mixture is pliable. Put the strips of paper in wheat mixture. Place enough strips of paper over the pipe cleaner figure until a mummy-like figure is created. Let the figure dry for twenty-four hours. Use the coffee can for the drum. Design the outside of the coffee can.

The game can be played with the entire class. Have the class form acircle. Students may remain in their seats if space is not available. In the middle of the circle place a student with a drum. The drummer beats a rhythm as the mummy is passed from student to student. Once the drummer stops, the person holding the mummy must stand up an answer a question pertaining to Egypt. If the student misses the question, he is out. The game should bs played with a difinite time limit.

Examples of questions that could be used:

1. What are hieraglyphics?
2. Where is Egypt located?
3. Name the river flowing through Egypt?
4. What famous temple was recently moved to higher gound?
5. Name a contribution made by the ancient Egyptians?

EGYPTIAN OCCUPATIONS

Purpose: To have students realize that many ancient occupations are also today's occupations.

Materials: Pencils, duplicated sheets, the following constructed objects: crown, map of the stars, cloth painting, picture of a pyramid, spear.

Introduction: Some Egyptians learned trade and skills. Some learned to build great sturdy buildings that still stand today. Some Egyptians learned to write and others to paint on lcoth and stone. Some studied the heavens, and othes wered priests, farmers, soldiers, and jewelry makers. The leaders of the people was called the pharaah.

Directions: What occupation might an ancient Egyptian have held? On your sheet, write yes to the right of the occupation if you think it could have been practiced by an ancient Egyptian.

1. farmer
2. painter
3. astronaut
4. electrician
5. priest
6. soldier
7. father
8. boatman
9. hunter
10. pilot
11. computer operator
12. railroad engineer
13. pharaoh
14. weaver
15. bicycle salesman
16. writer
17. bank publisher
18. craftsman (jewelry maker)
19. builder
20. astromoner

After the students have completed their assighnment, let them check their own papers. Have items desplayed on a table in a room that represents in some way the Egyptian occupations. Ask for volunteers to identfy an object and try to place it in the proper occupational category.

Example

Picture of a pyramid	builder
cloth painting	art
spears	soldier hunter
crown	pharaoh
map of the heavens	astronomer

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43

Name _____

ANCIENT WRITING

INFORMATION FOR THE AMATEUR ARCHLOLOGIST

The earliest examples of Egyptian writing date back to 3100 B.C. This form of writing, which was called hieroglyphics, was based on pictures. Hieroglyphics means "sacred carvings."

When Egyptians first began to write they used a picture to represent a word. The pictures had to be drawn very carefully so that they could be understood. As time passed the Egyptians found that they needed too many pictures to tell their stories. They changed their writing system, trying to make it easier to use. Finally, they decided to write one symbol to represent one sound in the language, keeping certain pictures to represent certain whole words.

Hieroglyphics have been found carved into the walls and pillars of Egyptian temples. They have also been found in the great tombs. By translating hieroglyphics, archeologists have been able to discover much about ancient Egyptian life.

DIRECTIONS

1. Below is a make-believe message that was found on an imaginary archeological expedition. It was found in a tomb of a great pharaoh. Use the decoding key to decode the message.
2. On the back of this page write a paragraph describing the pharaoh.

DECODING KEY

the	with	was
an	to	blessed
my	and	trading
I	now	during
life	of	produced
wealth	for	everlasting
treasures	great	returned
ships	ready	prepared
land	servants	travel
harvests	possessions	am, have
body	journey	dead

You might devise a simple code and have your friends [illegible]

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14

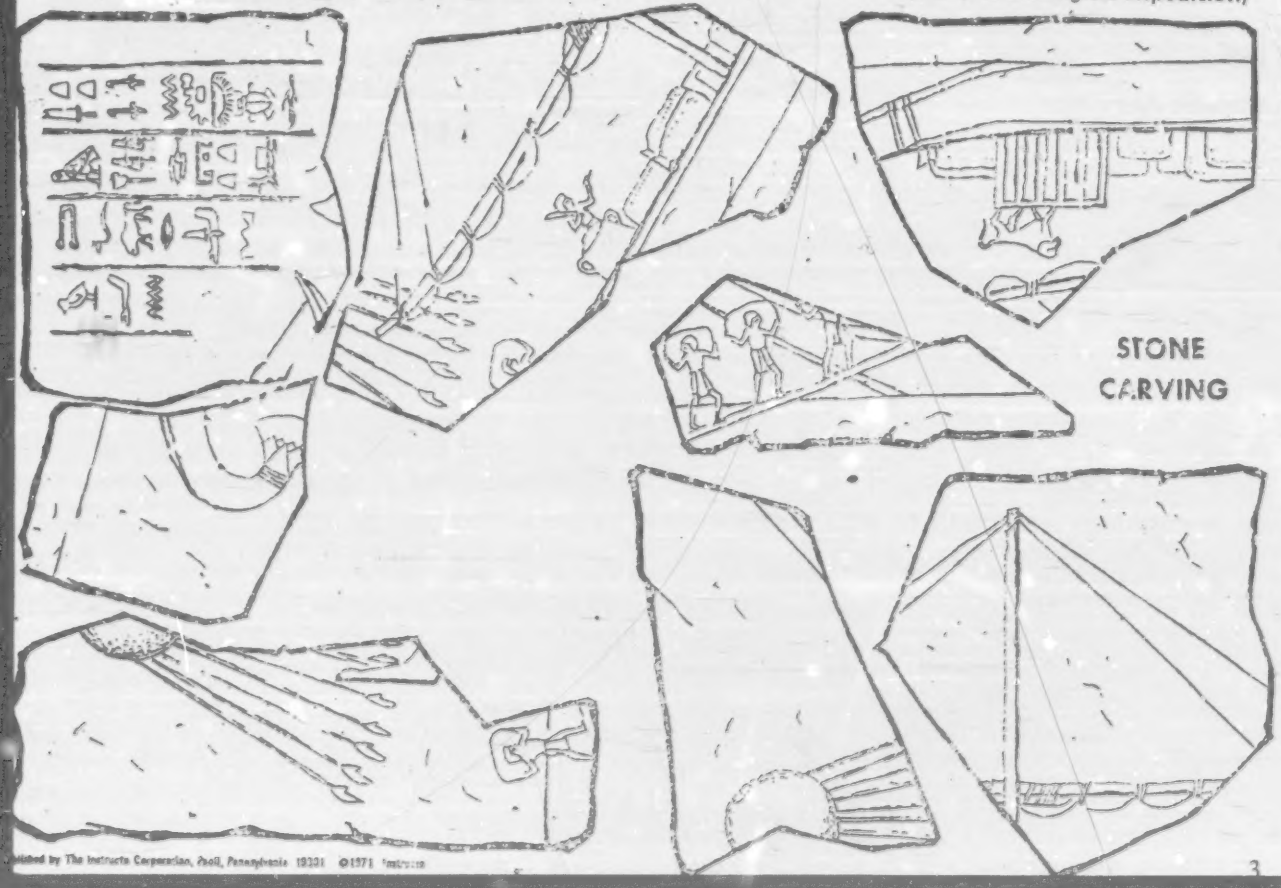
ARTIFACT COLLECTION II

(Piece together and restore color to the jar which was found on an imaginary archeological expedition)

POTTERY JAR

ARTIFACT COLLECTION III

(Piece together and restore color to the carving which was found on an imaginary archeological expedition)



STONE CARVING

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Name _____

PYRAMID PUZZLE

45

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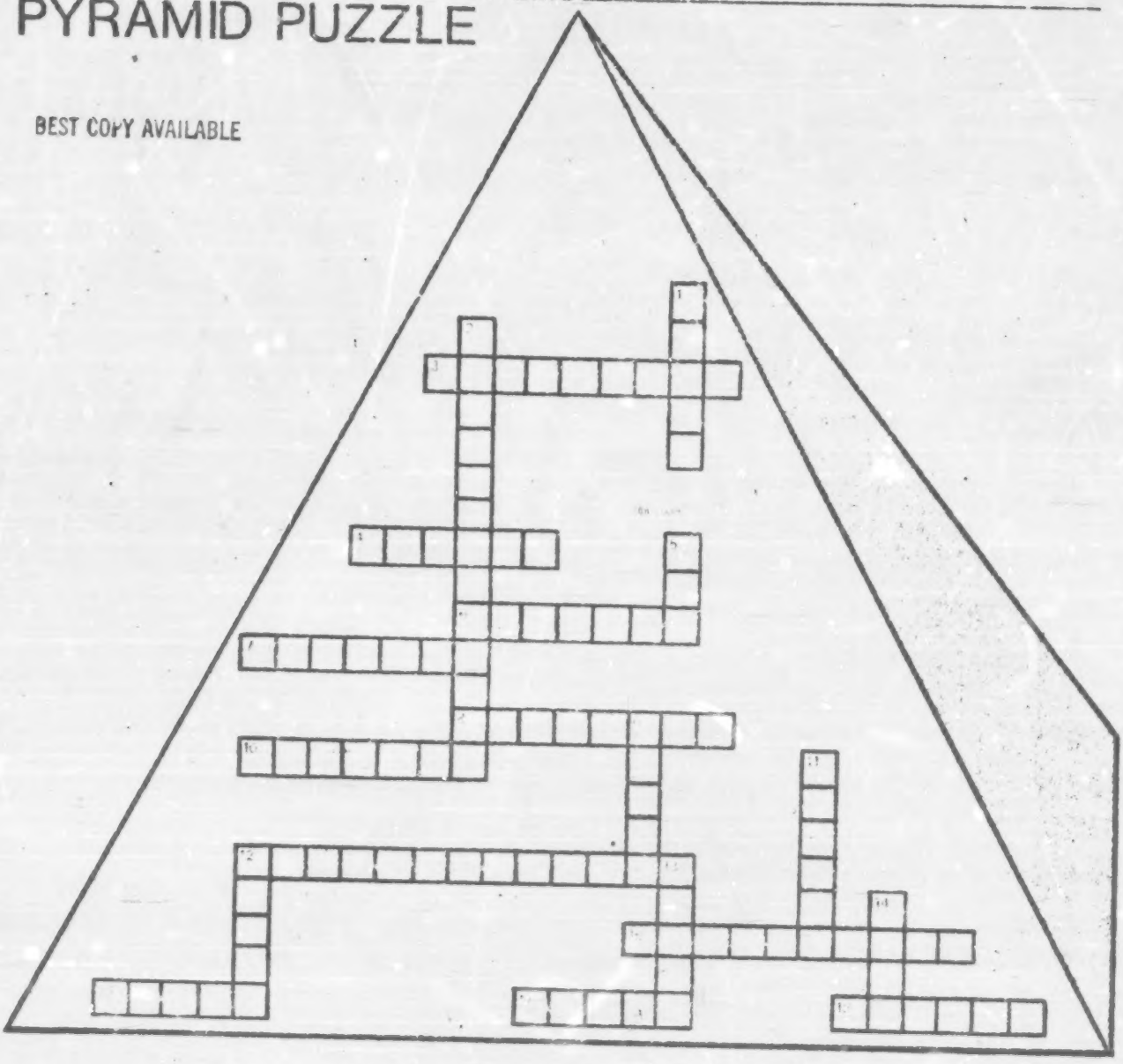

Complete the crossword puzzle in the pyramid.

Down

1. Peninsula of ancient Egypt lying north of Red Sea
2. Writing system of the ancient Egyptians
5. Sea located east of Egypt
9. Earth and sand deposited at the mouth of a river
11. Continent on which Egypt is located
12. Pharaoh who united Upper Egypt and Lower Egypt
13. The Nile River flows in this direction
14. World's longest river

Across

3. A kind of stone used by Egyptians in building tombs
4. Lowland area between hills or mountains
6. Huge tomb with square base and sloping sides meeting at the top
7. Title for ruler of ancient Egypt
8. Table used for dividing time into days, weeks, years
10. Plant used to make "Egyptian paper"
12. Large sea located north of Egypt
15. Method of supplying water from a main source by means of canals and ditches
16. A fertile spot in the desert where there is water
17. Site of the Great Pyramid
18. Dry, sandy region; land too dry to grow many plants

Recorder No. 2112 Ancient Civilizations: Egypt

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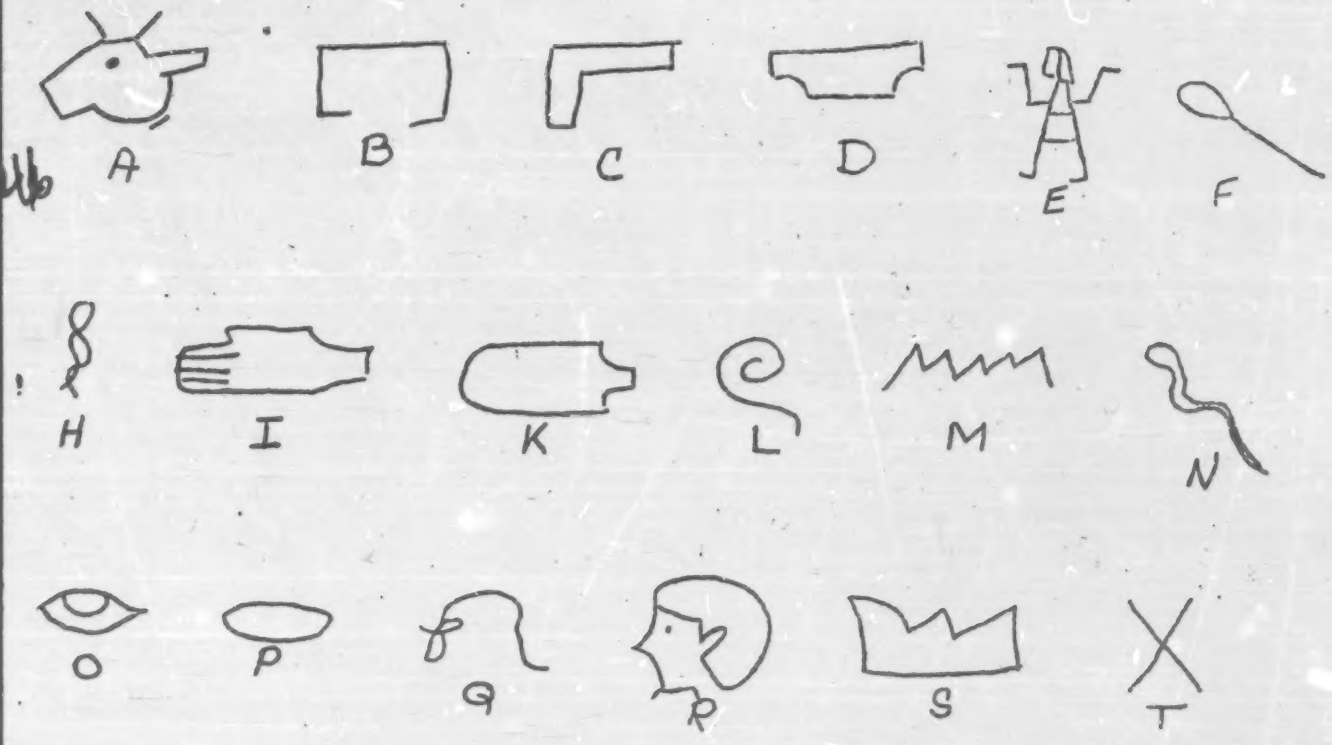
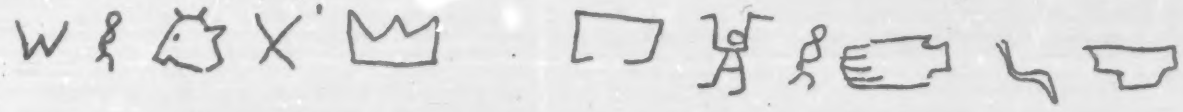
(There are no symbols for B, J, O, V, W, X, Y, Z)

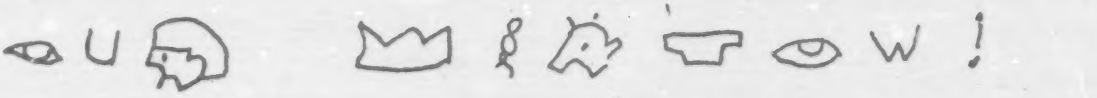


Question:



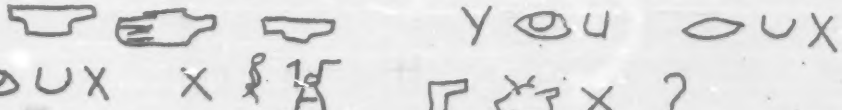
YOU?

Answer:



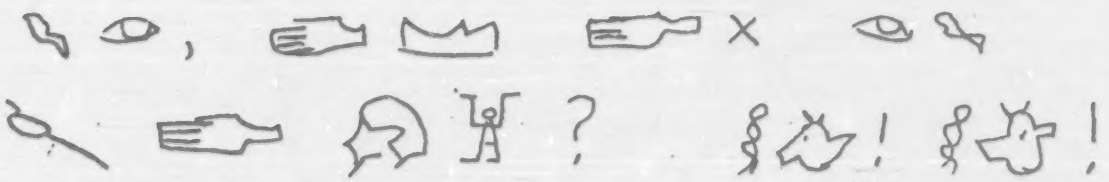
YOU

Caesar:



YOU OUX OUX X ?

Cleo:



, X ? ! !

PYRAMID PUZZLE

Name _____

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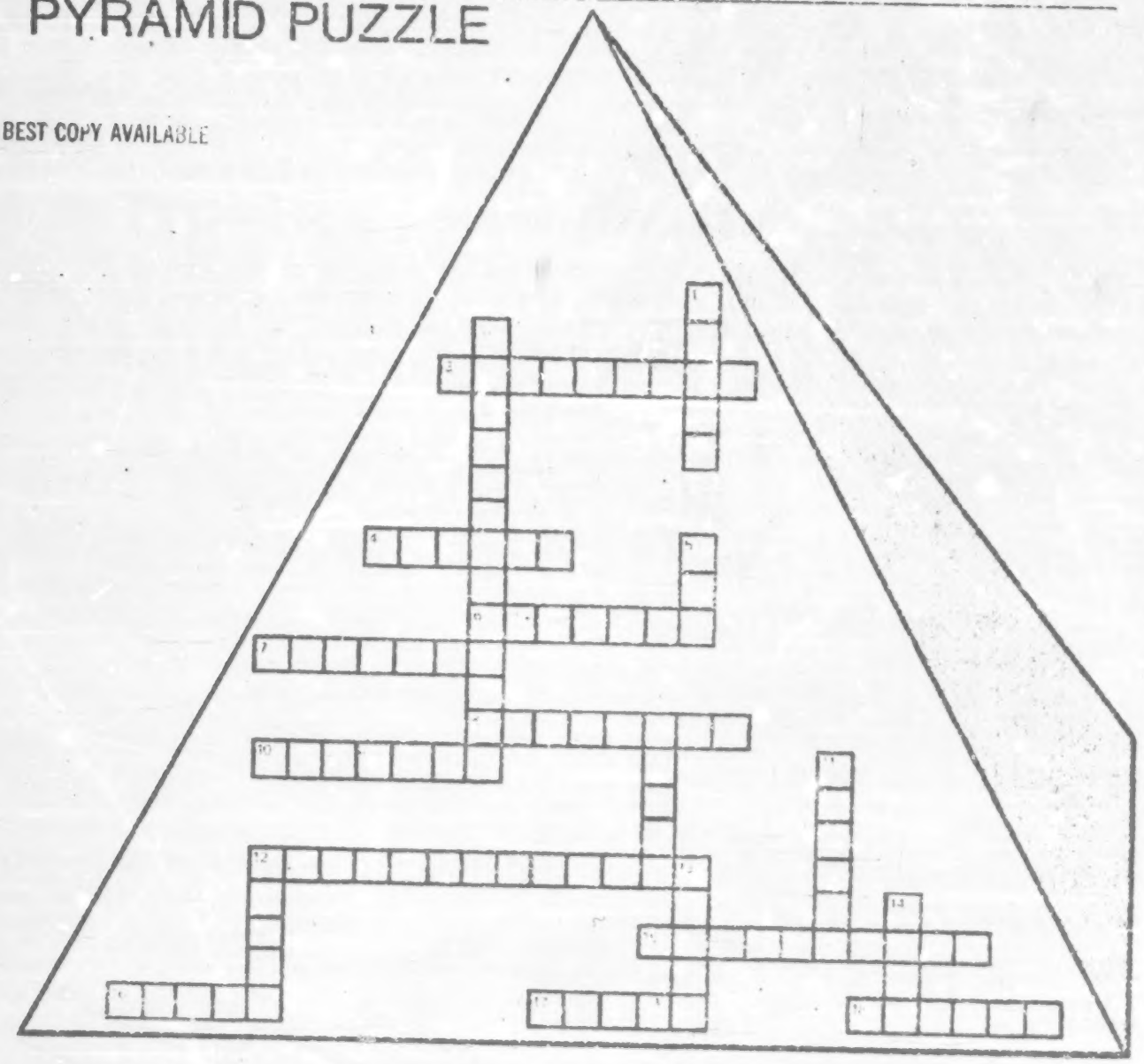

Complete the crossword puzzle in the pyramid.

Down

1. Peninsula of ancient Egypt lying north of Red Sea
2. Writing system of the ancient Egyptians
5. Sea located east of Egypt
9. Earth and sand deposited at the mouth of a river
11. Continent on which Egypt is located
12. Pharaoh who united Upper Egypt and Lower Egypt
13. The Nile River flows in this direction
14. World's longest river

Across

3. A kind of stone used by Egyptians in building tombs
4. Lowland area between hills or mountains
6. Huge tomb with square base and sloping sides meeting at the top
7. Title for ruler of ancient Egypt
8. Table used for dividing time into days, weeks, years
10. Plant used to make "Egyptian paper"
12. Large sea located north of Egypt
15. Method of supplying water from a main source by means of canals and ditches
16. A fertile spot in the desert where there is water
17. Site of the Great Pyramid
18. Dry, sandy region; land too dry to grow many plants

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Name _____

THE ROLE OF AN ARCHEOLOGIST

PRONUNCIATION GUIDE:	archeological (är′ki ə loj′ə kəl)		archeologist (är′ki ol′ə jist)
	artifact (är′tə fakt)	document (dok′yə mənt)	site (sīt)

An archeologist is a scientist who studies ancient buildings, works of art, tools, and other objects as a way of learning about the past. The ancient objects that he finds are called artifacts. Making an archeological discovery can be an exciting adventure, but it also requires skill and lots of hard work.

The archeologist searches for locations where he might find ancient buildings or artifacts. After finding a location, or site, he spends many hours exploring and digging. He searches for the remains of such things as tools, weapons, stone carvings, equipment, and pottery.

The archeologist must work with extreme care in removing an object from the soil. He often digs with a penknife, using a small brush to remove soil from the artifact. The archeologist knows that a careless movement may shatter a very valuable object. After he removes artifacts from the soil, he cleans them and labels them for easy identification.

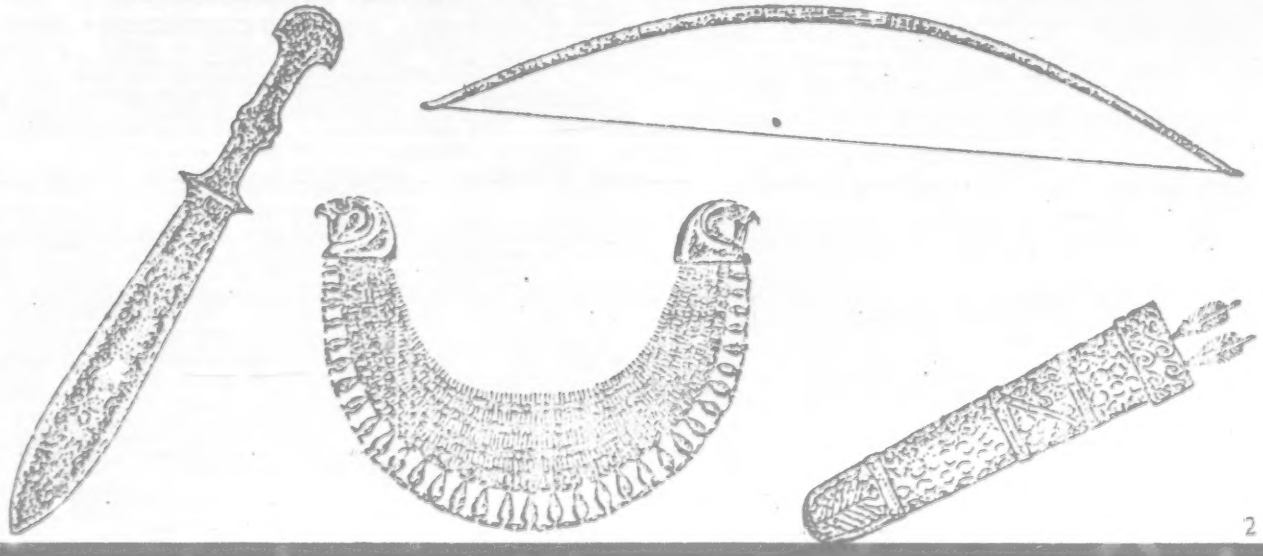
Next, the archeologist pieces together the broken artifacts. He may need to restore color to the surfaces of paintings, carvings, and pottery. He also learns to read the early forms of writing found on artifacts or in ancient documents or papers. Finally, it is important that the archeologist accurately record his findings so others may know about his discoveries.

BECOME AN AMATEUR ARCHEOLOGIST!

1. On this page and on page 3 are collections of artifacts found in the tomb of a make-believe pharaoh. Restore each broken object to its original condition. Cut out and mount the artifacts on a piece of construction paper.
2. On page 4 is a message left by the pharaoh. Decode the message after reading the information and directions on page 4.
3. On a separate piece of paper write a newspaper article about your great archeological discovery. In the article tell how you located the site of the tomb. Explain how the artifacts and decoded message help tell about the way of life at the time the pharaoh was living.

ARTIFACT COLLECTION I

(Restore color to these artifacts which were found on an imaginary archeological expedition)



49

Name _____

CONSTRUCTING A CROSS-SECTIONAL MODEL OF THE GREAT PYRAMID

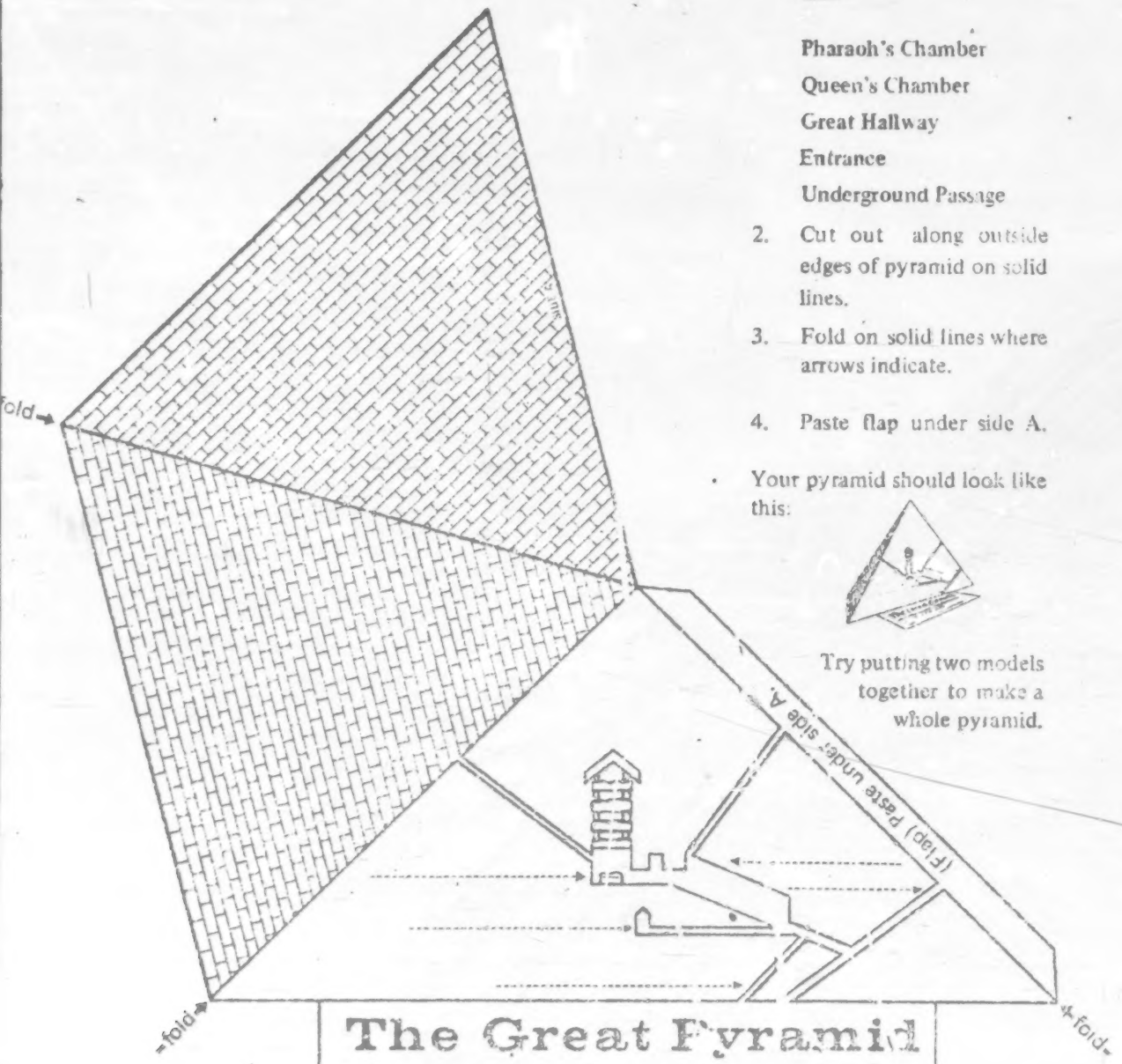
1. Use the terms listed below to correctly label the cross section of the tomb. Place each on the appropriate line.

   Pharaoh's Chamber
   Queen's Chamber
   Great Hallway
   Entrance
   Underground Passage

2. Cut out along outside edges of pyramid on solid lines.
3. Fold on solid lines where arrows indicate.
4. Paste flap under side A.

Your pyramid should look like this:

Try putting two models together to make a whole pyramid.



The Great Pyramid

Pharaoh Khufu had the Great Pyramid built as his tomb. It took 20 years to complete.

Height: 481 feet (about 40 stories)

Area covered: 13 acres (about 8 football fields)

Published by The Instructo Corporation, Paoli, Pennsylvania 19301 ©1971 Instructo

HISTORY - SECTION III

MAP AND GLOBE SKILLS

GRAPH AND CHART SKILLS

THE MOBILE TEACHER PROGRAM

E.S.E.A. TITLE III

SOCIAL STUDIES

MAP AND GLOBE SKILLS
GRAPH AND CHART SKILLS

JOANNE C. STEPHENS

INDIAN RIVER SCHOOL DISTRICT

FRANKFORD, DELAWARE 19945

1970-1973

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PART I

MAP AND GLOBE SKILLS

RATIONALE

The materials in this unit are created to emphasis the map and globe skills as tools to help each student function in every day life. Reading and interpreting a road map, to using a globe or world map is vital in equiping students with the skills to cope with an urban or rural world. These skills will help the students realize that the world is very vast in size and goes beyond their immediate community.

The concepts for each part of this unit are either underlined twice (=) or listed separately.

GENERAL OBJECTIVES

1. The student will be able to identify a map using the legend.
2. The student will be able to tell direction on a map by using the map direction symbol.
3. The student will be able to tell direction by using the sun or a compass.
4. The student will be able to use a road map by using the Index, the symbols and the mileage scale.
5. The student will be able to identify landforms when he is confronted by them.
6. The student will be able to define various landforms.
7. The student will be able to identify various types of maps.
8. The student will be able to tell the difference between latitude and longitude.
9. The student will be able to locate places by using latitude and longitude.
10. The student will be able to identify the continents and hemispheres on a world map.
11. The student will be able to identify the continents when presented with the names of various nations.
12. The student will be able to do a research paper combining with it the map and globe skills mentioned above.

PRE-TEST OBJECTIVES

1. To determine how much the students already know.
2. To help evaluate the growth of the students during the nine week period.
3. To determine what type of projects can be used to reinforce the material being taught.

PRE-TEST

A. Answer the following questions to the best of your ability.

1. Name the four hemispheres.
   a) c)
   b) d)

2. Name the seven continents of the world.
   a) e)
   b) f)
   c) g)
   d)

3. How is a relief map different from a political map? Explain and list the differences.

4. Name the five points of latitude that have specific names.
   a) d)
   b) e)
   c)

5. What are the names of the time zones found in the continental United States?

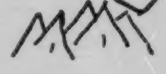
6. What is meant by "legend" on a map?

B. Identify the following map symbols. Write the name next to the symbol.

a)

b) — . — . —

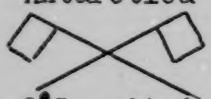
c)

d) 

C. Multiple Choice. Choose the correct answer and place the number of that answer on the blank.

1. Parallel lines are the same as _____.
   a) Latitude guidelines b) Meridian guidelines
   c) Longitude guidelines
2. Each degree of latitude is measured _____.
   a) east & west b) north & south c) north & east
3. The International Date Line is located opposite the _____.
   a) Equator b) Prime Meridian c) Arctic Circle
4. Each degree of latitude equals about _____.
   a) 180 miles b) 70 miles c) 32 miles
5. The Prime Meridian goes through _____.
   a) Greenwich, England b) Tokyo, Japan c) Chicago, Illinois
6. Greenland is part of the _____.
   a) Northeastern Hemisphere b) Southwestern Hemisphere
   c) Northwestern Hemisphere
7. The United States is located on the continent of _____.
   a) South America b) North America c) Australia
8. The Tropic of Capricorn is located _____.
   a) south of the Equator b) west of the Prime Meridian
   c) north of the Equator
9. The sun rises in the _____.
   a) east b) north c) west
10. The Equator is a guideline that runs _____.
    a) north-south b) east-west c) south-east

D. Matching: Place the correct letter on the blank before the correct number.

_____ 1. meridian	a) Equator
_____ 2. 90°N.	b) Prime Meridian
_____ 3. Arctic Circle	c) parallel
_____ 4. Australia	d) North Pole
_____ 5. 180°E.	e) International Date Line
_____ 6. Northeastern	f) meet at the poles
_____ 7. 0°Latitude	g) symbols
_____ 8. Antarctica	h) continent
_____ 9. 	i) South Pole
_____ 10. 0°Longitude	j) hemisphere
_____ 11. 12 noon	k) relief
_____ 12. raised relief	l) 360 degrees
_____ 13. sunrise	m) east
_____ 14. France	n) time zone
_____ 15. globe	o) country

E. Define the following words. Use the back of this sheet for extra space if needed. Tell me all you can about each word or phrase.

1. parallel

2. equator

3. International Date Line

4. longitude

5. latitude

6. Prime Meridian

7. meridian

F. True and False: Write the word TRUE or FALSE on the blank before each statement.

_____ 1. The globe is a more accurate representation of the earth than a flat map.

_____ 2. India is a country and not a hemisphere.

_____ 3. Japan is a continent.

_____ 4. Antarctica is located at the North Pole.

_____ 5. Longitude is measured form the north to the south.

_____ 6. Meridians meet at the North Pole.

_____ 7. The United States is located in the northern hemisphere.

_____ 8. Africa is located in the western hemisphere only.

_____ 9. Iceland is sometimes considered a continent.

_____ 10. Parallels never get any closer together or farther away from each other.

_____ 11. The North Pole is 180° from the Equator.

_____ 12. The International Date Line is 180° from the Prime Meridian.

_____ 13. The Prime Meridian and the International Date Line divided the earth in half.

_____ 14. California is located in the Pacific Time Zone.

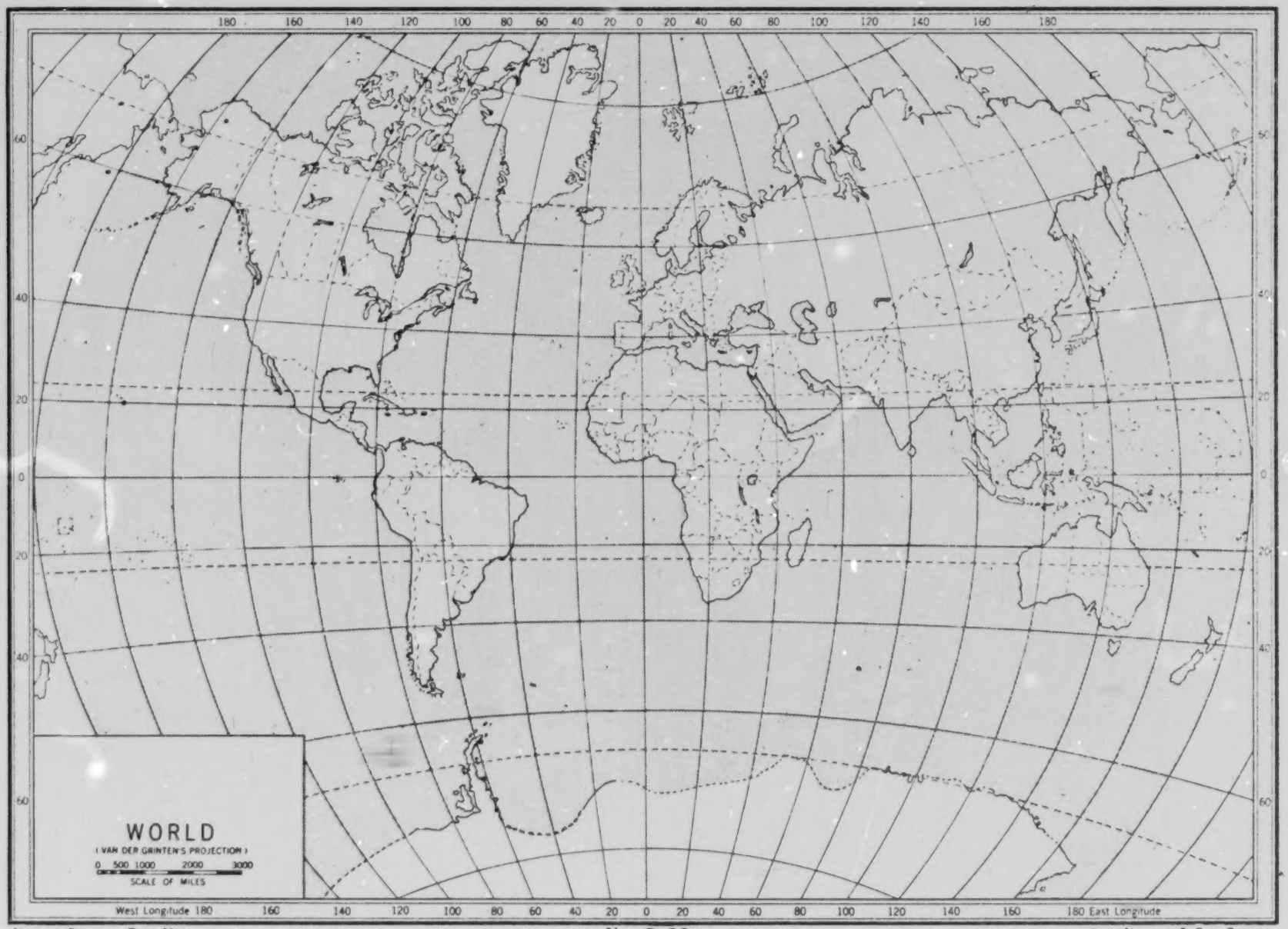
_____ 15. Chicago is located in the continent of South America.

_____ 16. North America and South America are located in the eastern hemisphere.

G. Draw a map direction symbol and show the names of the 8 cardinal directions.

H. On the map given to you, locate the following places by putting the number of the place on the correct location.

1. Equator
2. Tropic of Cancer
3. Tropic of Capricorn
4. Arctic Circle
5. Antarctic Circle
6. North Pole
7. South Pole
8. Asia
9. Europe
10. Prime Meridian
11. International Date Line
12. North America
13. Africa
14. Australia
15. Greenland
16. South America
17. a Meridian



NYSTROM SERIES OF DESK MAPS

No. D 98

A. J. NYSTROM & CO., CHICAGO

SRA MAP AND GLOBE SKILLS

The SRA Laboratory on Map and Globe Skills is used by all the students. They are familiar with this type of teaching aid since they use it in reading. As a result no time is needed for general instruction as to the use of the SRA Lab. This teaching aid is always available to the students and each boy or girl uses it during any free time he or she may have. The students progress at their own speed and are able to use this time to gain extra help when it is needed.

The SRA Lab contains the following catagories:

1. Introduction to Map Reading
2. Learning How to Read Street and Highway Maps
3. Learning to Read Globes and Projections
4. Learning to Read Many Kinds of Maps
5. Interpreting Maps

DIRECTION: NORTH, SOUTH, EAST, AND WEST

GENERALIZATION:

Directions help man locate a given place or point.

OBJECTIVES:

1. The student will be able to reproduce a compass using scrap materials and showing the 16 directions.
2. The student will be able to read a compass.
3. The student will be able to state direction as to where the sun rises and sets.
4. The student will be able to identify directions on any given map.
5. The student will be able to identify five ways that directions are used daily.

MATERIALS:

A compass

Slips of paper with directions written on them

Crayons

Various colors of construction paper

A map with the north at the top

A map with the north at the right or left hand side

A globe

A flash light

A classmate and Elementary Planetarium

ACTIVITIES:

1. Make a compass showing the 16 directions using any material you desire, such as construction paper, bottle tops, wood, noodles, etc.

2. Locating directions on various maps and globes.

3. Use a globe and flashlight to show how the sun rises in the east and sets in the west.

4. Use the planetarium to show the movement of the earth from west to east and in this way help the students understand why the sun rises in the east and sets in the west.

5. Use the sun in the morning and the sun in the afternoon to find where the east and west are located in relation to the classroom.

6. Use a Boy Scout compass to locate north in relation to the classroom and then show where the other directions are found.

7. A game:

   Place each of the 16 directions on a separate sheet of paper or index card, plus one piece of paper with a cross on it. The cross will stand for the person who stands in the center of the compass. Place these slips of paper into a box, having 17 children come forward and draw one slip per child. Each child will then go to and stand in the position indicated on his slip of paper. The children who remain in their seats will indicate whether the standing child is correct of incorrect.

   This can also be used by using a very large map and have the students place their slips on the map.

EVALUATION:

1. What direction lies halfway between south and east?

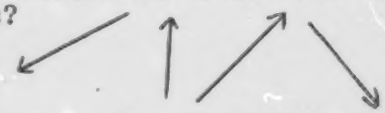
2. What direction lies between northwest and west?

3. The sun rises in what direction?

4. The east is usually found on what side of the map?

5. The southwest is usually found where on a map?

6. If I am going in the direction of southwest I will follow which of the following arrows?



7. Name four types of people who would use the 16 directions in their daily work that we have been studying.

8. In what direction does the sun set?

9. What direction is usually found at the top of a map?

10. The earth rotates in what direction?

11. What direction is found between south and southwest?

12. On the back of this sheet of paper draw a compass showing and naming the 16 directions.

DELAWARE ROAD MAPS

GENERALIZATION:

Symbols, scales and indexes aid the individual in locating given places and points on a given map.

OBJECTIVES:

1. The student will be able to tell the purpose of a road map.
2. The student will be able to identify a legend on a map.
3. The student will be able to identify various symbols used on a road map.
4. The student will be able to identify and use a mileage scale to find the distance from one town to another.
5. The student will be able to show how to locate a town by using the index and its numbers and letters.
6. The student will be able to locate and describe the direction symbol on the road map.
7. The student will be able to describe the differences and uses of the enlarged areas of the map as against the entire map.
8. The student will be able to identify the three counties of Delaware and tell where they are located.

MATERIALS:

An official map of the state of Delaware donated by the State Highway Department, one for each student

Paper

Pencils

Rulers

ACTIVITIES:

1. Pick out their own hometown and then figure the mileage from there to some of the other towns in Delaware, such as Rehoboth Beach, Georgetown, Dover, Wilmington, etc.

2. Locate towns by using the index and learning that the letters are found along the sides of the map and the n numbers are found on the top and bottom of the map. Such towns as Milford, Odessa, Lewes, and Townsend can be located in this manner.

3. List various towns and have the students tell what direction they would have to travel in to reach this town from the school.

4. Make a list of all the symbols they find in a given area of the map without looking at the legend and identify each of the symbols.

5. Draw a map of the route from the students home to his school using symbols and placing a legend and a direction symbol on the map.

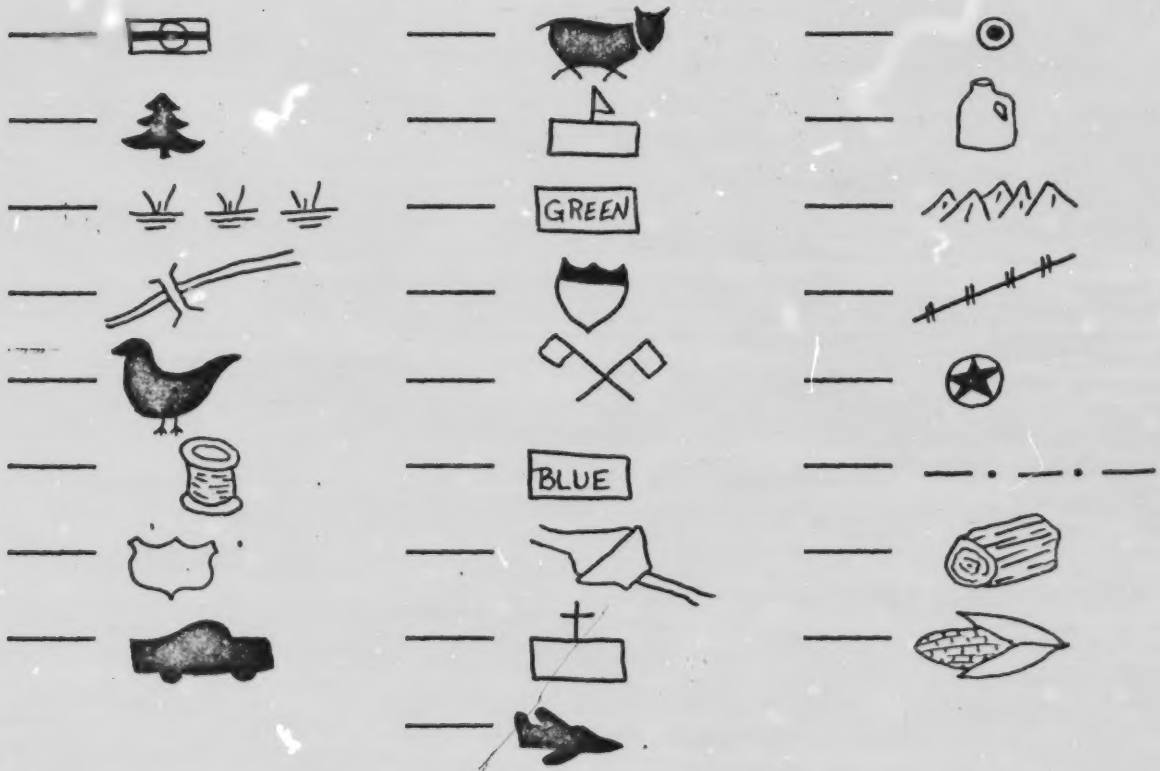
6. Have the students take a trip around a given area near the school and take notes of what they see on this trip. After returning to school they will draw a map of the area and place the buildings, etc., in the correct places along with a legend and direction symbol.

7. Make up a set of symbols on individual oaktag cards, about 35 different symbols from different types of maps, to be used as flash cards. This can also be used as a test.

EVALUATION: #1

Place the correct number from the list below next to the corresponding symbol. One number per symbol.

1. poultry industry
2. Interstate Highway
3. railroad
4. capital
5. mountains
6. dairy industry
7. state boundary
8. lumber
9. school
10. dam or reservoir
11. U. S. Highway
12. Port-of-entry
13. airport
14. beef industry
15. water
16. plains
17. forests
18. bridge
19. automobile industry
20. textiles
21. corn industry
22. county seat
23. population
24. church
25. swamp
26. double railroad



#2

Figure out the mileage by using the mileage scale on your Delaware map. Locate the towns on your map. Place the mileage and the direction in which you have to travel in the correct column.

CITIES	MILES	DIRECTION
1. from Cambridge to Salisbury	_____	_____
2. from Georgetown to Dover	_____	_____
3. from Seaford to Laurel	_____	_____
4. from Bethany Beach to Georgetown	_____	_____
5. from Dover to Wilmington	_____	_____
6. from Kenton to Leipsic	_____	_____
7. from Delmar to Bethany Beach	_____	_____
8. from Middletown to Seaford	_____	_____
9. from Millsboro to Ocean View	_____	_____
10. from Bridgeville to Clayton	_____	_____
11. from Harrington to Millsboro	_____	_____
12. from Laurel to Selbyville	_____	_____
13. from Milford to Harrington	_____	_____
14. from Odessa to Townsend	_____	_____
15. from Middletown to Milford	_____	_____
16. from Felton to Millsboro	_____	_____
17. from New Castle to Middletown	_____	_____

LANDFORMS

GENERALIZATION:

Man's behavior is influenced by location, climate and landforms.

OBJECTIVES:

1. The student will be able to locate the man-made landforms by pointing to them on an unmarked landform map.
2. The student will be able to identify the nature-made landforms on an unmarked landform map.
3. The student will be able to list and define the landforms found on the landform model.
4. The student will be able to point out the areas on the landform model where irrigation is needed.
5. The student will be able to locate and define the source and the mouth of a river.
6. The student will be able to identify all the landforms on the model that have a direct connection with water.
7. The student will be able to identify the rivers on the United States model that serve as a boundary or partial boundary to states.
8. The student will be able to locate on the model of the United States the main mountain ranges.
9. The student will be able to identify the bodies of water that act as boundaries for the United States.

MATERIALS:

Vacu-form machine and sheets of plastic

Vacu-form Landform and United States models

Poster or Tempra paints - green, blue, brown, black, orange, white

Paint brushes and water cups

A flat colored relief map of the United States

Wallensak Teaching Tape and Work Sheet - Geographic Terms

ACTIVITIES:

A. Landform Model

1. Color the models by painting them after we identify all the landforms found on the model. Each child uses his own color scheme and then makes a legend on an index card to identify the colors he has used.

2. Construct a small town on the landform model with paint. Include the following items:

a) railroad
b) school
c) airport
d) factory
e) church
f) houses
g) bridge
h) farm

3. Label all the man-made landforms with little red flags on straight pins and the nature-made landforms with yellow flags on straight pins. (The flags can be made out of construction paper and have the landform printed on it.)

B. United States Model

1. The students will paint this model showing the elevations in the United States. They will use the following legend:

a) blue shows water
b) light green shows the plains
c) dark green shows the foothills
d) light brown shows the low mountains
e) dark brown shows the high mountains

2. The students will identify the mountain ranges, the main rivers, the main bodies of water, and the states that each are located in.

C. The students who are having trouble understanding geographic terms will use the Wallensak Teaching Tape on Simple Geographic Terms and the Work Sheet that accompanies the tape.

D. Have a written relay type quiz on the terms listed on the following page after they are discussed as a group. The definition of the words can be given and the students will go to the board and write the term on the board and then give the chalk to the student behind him. You can have two or more teams participating at the same time.

CONCEPTS:

Geographic concepts to be developed or reinforced in connection with landforms:

1. airport
2. arroyo
3. atoll
4. bank
5. basin
6. bay
7. bayou
8. beach
9. bluff
10. breakwater
11. bridge
12. butte
13. canal
14. canyon
15. cape
16. city
17. cliff
18. coastal plain
19. coral reef
20. cove
21. creek
22. cultivated land
23. dam
24. delta
25. desert
26. dike
27. divide
28. fiord
29. folded mountains
30. foothills
31. gap
32. glacier
33. gorge
34. gulf
35. gully
36. harbor
37. hill
38. iceberg
39. irrigation
40. island
41. isthmus
42. lake
43. lava
44. levee
45. marsh
46. mouth
47. mountain range
48. oasis
49. ocean
50. pass
51. peninsula
52. piedmont
53. plain
54. plateau
55. port
56. quarry
57. rapids
58. ravine
59. reservoir
60. ridge
61. river
62. salt lake
63. sand bar
64. sand dunes
65. sea
66. shoreline
67. sound
68. source
69. strait
70. summit
71. swamp
72. valley
73. village
74. volcano
75. waterfall

EVALUATION:

Place the letter of the word with the corresponding definition.

a. glacier
b. fiord
c. waterfall
d. bayou
e. ravine
f. butte
g. peninsula
h. cape
i. volcano
j. delta
k. swamp
l. hill
m. divide
n. isthmus
o. reservoir
p. mountain
q. harbor
r. island
s. iceberg
t. strait

_____ 1. An isolated, steep sided hill found in arid lands and smaller than a mesa.

_____ 2. A mountain that erupts lava, ashes and steam.

_____ 3. A glaciated valley that has been partly filled by an arm of the sea.

_____ 4. An elongated depression excavated by running water. Smaller than a valley.

_____ 5. A sluggish stream, frequently a distributary of the Mississippi River.

_____ 6. A piece of land extending into the sea beyond the rest of the shoreline.

_____ 7. A mass of ice which flows downslope from an area of snow accumulation and does not melt in the summer.

_____ 8. A mass of mud and silt deposited by a stream in the relatively quiet water at its mouth.

_____ 9. An area of land which projects out from a larger land mass and is almost surrounded by water.

_____ 10. A steep or vertical fall of water.

_____ 11. A limited area of land projecting well above the surrounding surface of the earth.

_____ 12. An area of land surrounded by water.

_____ 13. An area for collecting and storing water.

_____ 14. Two-thirds of this remains under the surface of the water.

_____ 15. A narrow strip of land that joins two large land masses.

_____ 16. A long water passage between an island and the mainland that joins two large bodies of water.

_____ 17. Higher ground that separates two areas of drainage.

_____ 18. A sheltered area of water used for docking and anchoring of ships.

_____ 19. A tract of low-lying land which is saturated with moisture.

_____ 20. A land mass that projects well above the level of the surrounding land surface. Higher than a hill.

Underline the correct answer.

1. A very dry area of land that gets less than 10 inches of rainfall.

   a) desert b) an oasis c) a butte

2. A large mountain that ejects rock and lava.

   a) a hill b) a plateau c) a volcano

3. A finger of land that has water on three sides.

   a) an isthmus b) a peninsula c) a cape

4. An area of limited boundaries where the land is fertile while the surrounding area is arid.

   a) a desert b) a fiord c) an oasis

5. A deep valley with steep sides that are usually found in the western part of the United States.

   a) a canyon b) a butte c) a ravine

6. A narrow strip of water connecting two extensive areas of the sea.

   a) a bay b) a strait c) a gulf

7. An extensive level area of elevated land.

   a) a plateau b) a peninsula c) a butte

8. A high and extremely steep rock face, either inland or along a shoreline.

   a) a butte b) a hill c) a cliff

9. A body of water that varies in size but fills an opening into a sea coast or lake.

   a) a bay b) a strait c) a sound

10. A large arm of the sea that extends into the land.

    a) a sound b) a gulf c) a bay

Give the definition of the following words.

1. oasis

2. sound

3. bluff

4. source

Compare the terms given, showing how they are similar and how they are different. Use the back of this sheet if you need more space.

1. waterfall and glacier

2. mountain and volcano

3. peninsula and cape

4. gulf and bay

5. butte and cliff

6. strait and sound

7. hill and mountain

8. ravine and fiord

TYPES OF MAPS

GENERALIZATION:

Maps and globes show an overlapping of economic, social, political and physical components.

OBJECTIVES:

1. The student will be able to identify the various maps shown to him.
2. The student will be able to tell what the various types of maps have in common and name each one.
3. The student will be able to explain why a globe is a more accurate representation of the earth than the flat map is.
4. The student will be able to locate and interpret the various maps found in an atlas.
5. The student will be able to explain the difference between the raised relief and the flat relief map.
6. The student will be able to explain the importance of having all the different types of maps.
7. The student will be able to reproduce from one to four of the maps listed.

MATERIALS:

Atlas	Desk maps
Political globe	Physical globe
Flat relief map	Raised relief map
Industrial map	Natural Resource map
Transportation map	Floor plans
Photo maps	Population maps
Contour maps	City maps
Climate maps	Agricultural maps
National Park Maps	Road maps

Benefic Press Map and Globe Skills Development Charts

Vacu-form Models, tempra paint and brushes

ACTIVITIES:

1. Use the Farquhar Transparent Globe and the flash light in a dark room. Separate the globe at the Equator so that it will be easier to handle. Hold the lighted flash light under the half-globe so the reflection shines on the ceiling. This is a good example of what happens when the globe is flattened out into a flat paper map.

2. Use flash cards with symbols on them from all types of maps. This can be done as a Spelling Bee is done. The students each have to identify the type of map that would have the symbol on it and also the item the symbol represents.

3. Have students locate various types of maps in magazines and newspapers and bring them into class. Discuss the types brought into class and how they might be used and who might use them.

4. Take an orange or grapefruit and have someone in the class try to cut it to match the map projection found in the Map and Globe Skills Development Chart showing how a globe is flattened out into a flat map. This can also be used to show why a country like Greenland looks larger on a flat map than a globe.

5. Use desk maps of various continents and have the students choose one type of map to reproduce. Give the students one class period to look up information in the various atlases and the next class period to reproduce the map they have chosen. The maps must include a direction symbol, symbols or colors, a legend, and the type of map that is being duplicated.

6. The poster or tempra paint can be washed off of the elevation models of the United States with a little soap and water. Then the students are divided into six groups. Each group will use the models to make one of the following types of maps:

   a) industrial
   b) rainfall
   c) transportation
   d) natural resources
   e) climate
   f) National parks

   All the students will use tempra paint to complete their maps which must have a legend explaining the type of map, the symbols used, and the colors used.

7. Use A. J. Nystrom and Company desk map #DD-1f. (four outline maps of the United States on a single sheet.) The student will complete the four maps so that each map shows a different type of map. The following items must be included: title, legend and direction symbol. The first map must show elevations in color or by using symbols and the other three maps are of the students own choice. Suggested choices might be:

   a) Weather
   b) Industrial
   c) Camping areas
   d) Population
   e) Natural Resources
   f) Agricultural
   g) Rainfall
   h) Time Zones
   i) Bird Migration
   j) Climate
   k) National or State Parks
   l) Transportation
   m) Indian Tribes
   n) Contour
   o) Temperature
   p) Ski Resorts

EVALUATION:

Underline the correct answer to complete each statement.

1. Water is indicated on a map by using the color
   a) red. b) blue. c) green. d) brown.
2. The right hand side of a map is usually the
   a) north. b) south. c) east. d) west.
3. An industrial map shows where a) automobiles are made.
   b) corn is grown. c) cotton is raised. d) large cities are.
4. A natural resource map shows where
   a) corn is grown. b) textiles are made.
   c) cattle are raised. d) coal is mined.
5. The legend of a map tells us
   a) where the sun rises. b) what the map is all about.
   c) where the equator is located. d) the shape of the earth.
6. The capital of a state is indicated by using
   a) a circle. b) a square. c) a triangle. d) a star.
7. Plains are indicated on a map by using
   a) brown. b) purple. c) green. d) yellow.
8. The elevation of the land means a) how wide the land is.
   b) how large the land is. c) what shape the land form are.
   d) how high above sea level the land is.
9. A cow on a map indicates a map of a) industries.
   b) weather. c) natural resources. d) elevations.
10. Which of the following would <u>not</u> be found on a map showing elevations?
    a) mountains b) plains c) glaciers d) hills

True and False. Write the word <u>TRUE</u> or <u>FALSE</u> in the blank before each statement.

_____ 1. A star indicates a capital.

_____ 2. Mountains are usually indicated by the color brown on an elevation map.

_____ 3. The legend tells what the symbols on a map mean.

_____ 4. Elevation of the land means how wide the land is.

_____ 5. Landforms indicate the shape of the land.

_____ 6. The automobile industry is shown on a natural resource map.

_____ 7. Mountains are landforms.

_____ 8. Water is indicated on most maps by using the color blue.

_____ 9. All maps show elevations.

_____ 10. Little rainfall indicates a large amount of vegetation.

_____ 11. An airplane found on a map indicates an airport.

_____ 12. A tree found on a map indicates the plains.

_____ 13. A weather map has symbols that tell what kind of weather we are having.

_____ 14. A population map of the United States indicates the cities according to how many people live there.

_____ 15. An airline map indicates the routes the airplanes fly.

_____ 16. A vegetation map also indicates population.

_____ 17. You will never find a legend on a globe.

_____ 18. Natural Resources means man-made or man-planted items.

_____ 19. A direction symbol is found on nearly all maps.

_____ 20. An elevation map does not use color to indicate elevations.

_____ 21. Coal is not a natural resource.

_____ 22. Every map shows land elevations.

_____ 23. A boat on a map of Delaware indicates where chartered fishing boats can be located.

_____ 24. A political map can never be a physical map at the same time.

_____ 25. A raised relief map cannot shoe political boundaries and elevations on the same map.

LONGITUDE AND LATITUDE

MERIDIANS AND PARALLELS

GENERALIZATION:

Parallels, meridians, lines of latitude, and lines of longitude are geographic instruments for locating positions on a sphere.

OBJECTIVES:

1. The student will be able to tell what a grid system is.
2. The student will be able to identify and tell at least two important facts about 0° longitude.
3. The student will be able to identify and list at least three facts about the International Date Line.
4. The student will be able to list the five major lines of latitude.
5. The student will be able to tell how many degrees are found in a sphere and a hemisphere.
6. The student will be able to tell how many degrees are found between any two given points of latitude or longitude.
7. The student will be able to figure mileage between any two given points of latitude.
8. The student will be able to name at least five time zones and tell where they are located.
9. The student will be able to list the three major dividing lines of the globe.
10. The student will be able to compare the five major lines of latitude in terms of climate, with one another, giving likenesses and differences.

MATERIALS:

Map and Globe Understandings - Transparencies
Map and Globe Skills Development Charts
Maps
Globes
Graph paper
Time Zones - Transparencies

ACTIVITIES:

1. Using graph paper, mark off the four sides as north, south, east, and west. When this is complete, use this as a grid system and have the students mark the north-south lines off in 10° numbers. Do the same with the east-west lines. At this point they can mark the Prime Meridian, International Date Line, and the Equator on the appropriate degree line. This helps them to understand the latitude and longitude equivalent of parallel and meridian lines.

2. Take the students for a walk about the school or community and have them locate objects that illustrate parallel lines. These can be listed or compared when you return to the classroom.

3. Have the class look over the objects found in the classroom for items that have lines which might illustrate meridian lines. If possible have a tangerine that is already pealed for this purpose also. List, discuss, and compare the items.

4. Each degree of latitude equals about 70 miles. Figure out how far you would have to travel from a given point of latitude to reach the North Pole; to reach the Equator; to reach the South Pole; to reach another given point of latitude.

5. Given the name of a city at a certain point of latitude and/or longitude, find out what city and in what country the city is located on the oppoiste side of the earth at the same point.

6. Given the name of a city at a certain latitude or longitude, list all the cities found on the same line of the globe. List the name of each city and the country where that city is located.

7. Trace the time zones from the Prime Meridian to the International Date Line and list the name of each one. Then find out which of these time zones are found in the United States. Which of these time zones do we live in?

8. Take an imaginary trip from San Francisco to Tokyo, Japan, or any city of your choice. What happens to the time when you go east? When you go west? What do you have to do to your wrist watch? What happens when you cross the International Date Line?

9. Start at the Prime Meridian and figure out what the time difference is between Greenwich time and Pacific Standard Time; between Eastern Standard Time and Greenwich Time. What effect does this have on making telephone calls? What effect does this have on mealtime when traveling by airplane? What do you have to do to your watches when you travel east? West?

10. Divide the class into six groups. Each group will take one of the following areas:

    a) North Pole to the Arctic Circle

    b) Arctic Circle to the Tropic of Cancer

    c) Tropic of Cancer to the Equator

    d) Equator to the Tropic of Capricorn

    e) Tropic of Capricorn to the Antarctic Circle

    f) Antarctic Circle to the South Pole

    Each group will look up the following information to present to the class and then compare the areas, one against the other, to find out the likenesses and the differences.

    a) climate

    b) seasons

    c) clothing worn

    d) what man does for a living

    From the given information have the students name the area we live in and any other that might be the same. The students should also name the latitude lines that form the northern and southern boundaries of these areas.

EVALUATION: #1

Complete each sentence by placing the letter of the correct answer on the blank.

LATITUDE

1. The fartherest point north on the earth is located at _____.
   a) 40° N. b) 0° latitude c) 90° N.
2. If you are at 65° N., you are farther from the Equator than someone who is at _____.
   a) 20° N. b) 90° N. c) 65° S.
3. If you are at 50° S., you are the same distance from the Equator as someone who is located at _____.
   a) 60° S. b) 50° N. c) 30° N.
4. If you are halfway between the South Pole and the Equator, you are located at _____.
   a) 45° S. b) 60° S. c) 10° S.
5. If you are closer to the North Pole than you are to the Equator, then you are located at _____.
   a) 40° N. b) 45° N. c) 60° N.

LONGITUDE

1. Meridians meet at the _____.
   a) Equator b) Poles c) Prime Meridian
2. The United States is located _____.
   a) east of the Prime Meridian b) south of the Prime Meridia
   c) west of the Prime Meridian
3. The International Date Line is located _____.
   a) along the 180° meridian b) along the 45° meridain
   c) along the 90° meridian
4. If it is Sunday in the eastern Hemisphere, when you cross the International Date Line into the Western Hemisphere it will be _____.
   a) Sunday b) Saturday c) Monday
5. The Prime Meridian is located at _____.
   a) 90° E. b) 45° W. c) 0°

GENERAL QUESTIONS

1. Each degree of latitude equals _____.
   a) 90 miles b) 70 miles c) 45 miles
2. Parallels are lines that _____.
   a) are always the same distance apart
   b) meet at the poles
   c) run north and south
3. Meridians are lines that _____.
   a) are always the same distance apart
   b) run east and west
   c) meet at the poles
4. Meridians of longitude are lines running _____.
   a) east and west
   b) north and south
   c) east and north
5. We measure degrees of latitude from the _____.
   a) Equator
   b) Prime Meridian
   c) International Date Line
6. The Prime Meridian runs through _____.
   a) New York, New York
   b) Greenwich, England
   c) Sydney, Australia
7. The number of miles from 45°N. latitude to the Equator is _____.
   a) 1,740 miles
   b) 2,125 miles
   c) 3,150 miles

Write in the correct answers for the following questions.

1. Name the two lines that divide the world into the Eastern and Western Hemispheres.

2. What line divides the earth into the northern and southern hemispheres?

3. What are the names of the five major or important lines of latitude starting with the North Pole?

North Pole

a)

b)

c)

d)

e)

South Pole

4. What lines meet at the poles and are fartherest apart at the Equator?

5. What is the line called that runs east and west around the center of the earth?

6. What lines never get any farther apart or any closer together?

7. How many miles does 1 degree of latitude equal?

8. How many degrees are there between the North Pole and the South Pole?

9. Where is the Prime Meridian located?

10. Why is the International Date Line crooked?

#2

Find the mileage from the given point of latitude to the Equator; the North Pole; the South Pole. Place your answers on this sheet in the proper place.

1. 90°N.
E._____
N.P._____
S.P._____

2. 9°S.
E._____
N.P._____
S.P._____

3. 47°S.
E._____
N.P._____
S.P._____

4. 17°N.
E._____
N.P._____
S.P._____

5. 36°S.
E._____
N.P._____
S.P._____

8. 65°S.
E._____
N.P._____
S.P._____

9. 39°N.
E._____
N.P._____
S.P._____

10. 0°N.
E._____
N.P._____
S.P._____

11. 83°S.
E._____
N.P._____
S.P._____

12. 1°S.
E._____
N.P._____
S.P._____

15. 14°S.
E._____
N.P._____
S.P._____

16. 6°N.
E._____
N.P._____
S.P._____

17. 27°N.
E._____
N.P._____
S.P._____

18. 73°N.
E._____
N.P._____
S.P._____

19. 57°S.
E._____
N.P._____
S.P._____

6. 53°S.

E._____

N.P._____

S.P._____

13. 62°N.

E._____

N.P._____

S.P._____

20. 44°N.

E._____

N.P._____

S.P._____

7. 80°N.

E._____

N.P._____

S.P._____

14. 29°S.

E._____

N.P._____

S.P._____

GENERAL QUESTIONS

1. What three lines divide the earth into four hemispheres?

2. How many degrees are there between the International Date Line and the Prime Meridian?

3. Where is the International Date Line located and what makes this longitude guideline different from the others?

4. Where are we located in comparison with the Equator, the Prime Meridian, and the International Date Line?

5. Identify the following lines.
   a) 0° north and south
   b) 180° east and west
   c) 90° south
   d) 0° east and west
   e) 90° north

6. What do we call the system used to make the lines on the map?

7. Name the time zones found in the continental United States.

CONTINENTS AND HEMISPHERES

GENERALIZATION:

1. Maps and globes are used to locate continents and hemispheres.
2. Hemispheres are separated by latitude and longitude guidelines.

OBJECTIVES:

1. The student will be able to locate and identify the seven continents of the world on a world map.
2. The student will be able to identify the four hemispheres and their dividing lines.
3. The student will be able to tell what hemisphere each continent is located in.
4. The student will be able to list at least three countries for each continent with the exception of Antarctica.

MATERIALS:

World Maps

Globe

Political-Physical map of the world

Crayons

Pencils

Tempra Paint and brushes

Vacu-form machine

Vacu-form globe model and sheets of plastic

ACTIVITIES:

1. Give each student a desk map of the world and have him select a design for each continent, such as diagonal lines, crosses, circles, etc. The student will then set up his legend with the names of the continents and the symbol he will use for each of the continents. When the legend is complete, he will then place the design on the corresponding continent on the map. After completing the map the student will go one step farther by deciding on the appropriate line for the Equator, Prime Meridian, and International Date Line. These lines will be placed in the legend and on the map. (Colors may be substituted for designs.)

2. Spelling Bee type game. Divide the class into two teams. The teacher will then name a country and the student will name the continent in which that country is located. Once in a while the teacher can name a continent and the student will have to name the hemisphere that contains that particular continent.

3. Wash the tempra paint off of the models of the United States and remold the plastic sheets using the globe model. The new model will be in the form of the Northern and the Southern Hemispheres. The students will then paint each continent a different color and place the Equator, Prime Meridian, and the International Date Line on the model with black tempra paint. The students can go one step farther by putting in the Arctic Circle, Tropic of Cancer, Tropic of Capricorn, and the Antarctic Circle where they belong. After this is completed the students can cut the model out and make their globe with the stand and the moon, which are all on the same sheet of plastic. This can be sent home with the students at the conclusion of the nine week period.

EVALUATION:

1. Name the seven continents.

2. Name the four hemispheres.

3. Name the line that runs east and west around the center of the earth.

4. Name three countries of Europe that are located in both the Eastern and the Western Hemispheres.

5. List the seven continents plus three countries for each continent.
   a)
   b)
   c)
   d)
   e)
   f)
   g)

6. What continent do we live in?

7. Antarctica is located at what pole?

8. What two hemispheres do we live in?

9. What two lines divide the earth into the Eastern and the Western Hemispheres?

10. What lines run east and west and never meet?

11. What is another name for meridian lines?

12. What lines meet at the pole, but are fartherest from each other at the center of the earth?

13. What is another name for parallel lines?

14. Define the following terms giving as many details as possible. Use the back of this sheet for extra space.

a) International Date Line

b) sphere

c) 0° east and west

d) Prime Meridian

e) globe

f) hemisphere

g) continent

h) legend

15. On the following map, locate the numbers and then write the correct name on this sheet of paper next to the corresponding number.

1. 7.

2. 8.

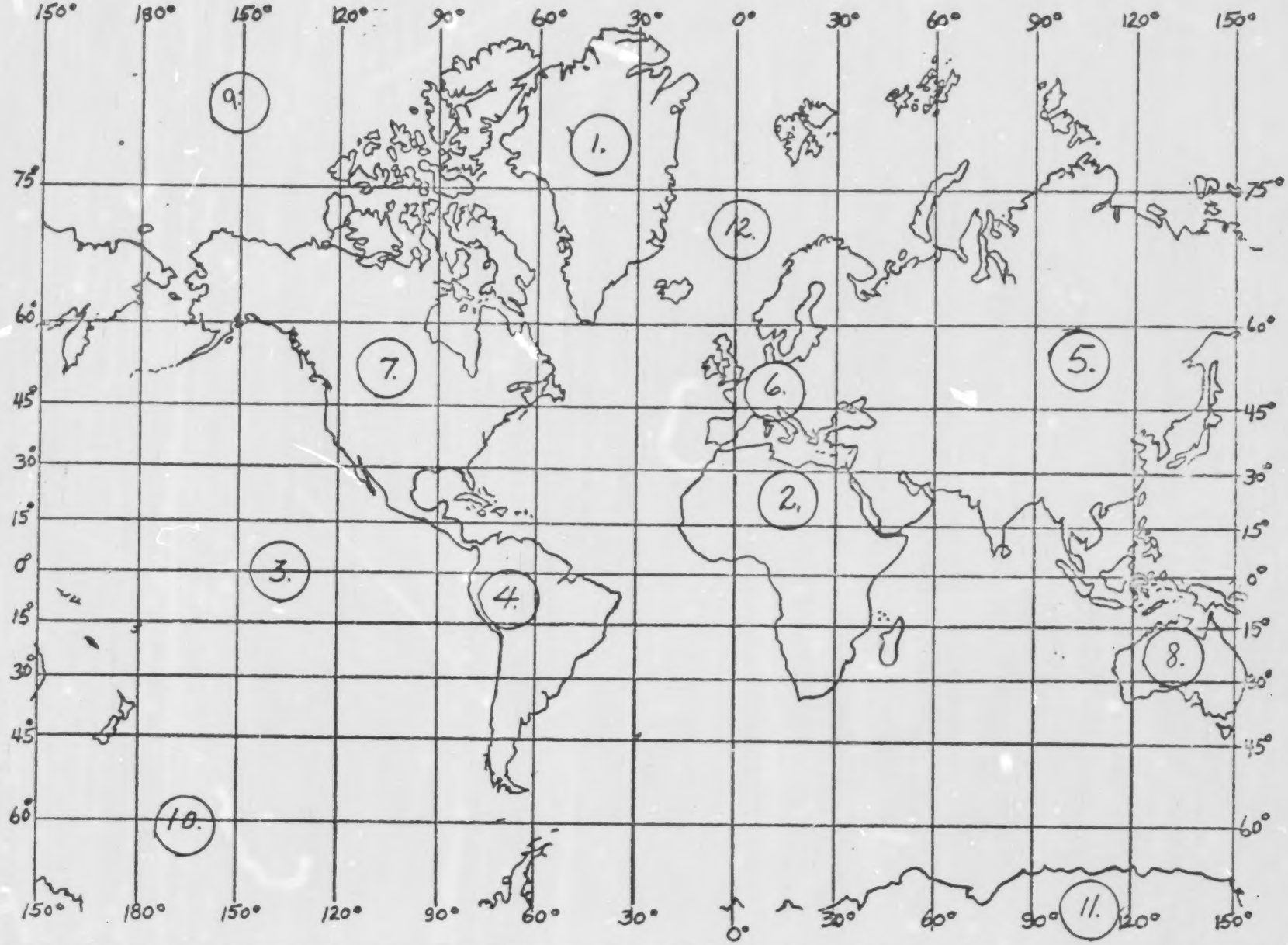
3. 9.

4. 10.

5. 11.

6. 12.

Name: Section:



ACTIVITIES

The following activities can be used with any ability grouping.

1. Draw a floor plan of your classroom, your bedroom, or of your home. Include a direction symbol on your map.

2. Draw a plot plan of your back yard at home or your school grounds showing where the buildings, trees, play areas and roadways are. Include a direction symbol.

3. The students can make up a treasure map. This can also be done in groups of three or four students. The students can include the direction symbol and some of the landforms they have studied. The landforms can be identified in the legend.

4. The students can make a booklet of the landforms. Each page would contain the name of the landform, the definition, and a picture illustrating that landform. The pictures can come from magazines, newspapers, post cards, etc. (This is particularly enjoyed by the low ability students.)

5. Salt and flour maps are used in all the areas of Map and Globe Skills.

6. The students can make a collection of maps of the United States to form a class scrapbook showing all the various types of maps we have studied about. Each student would contribute at least one map and a paragraph telling how his map might be used and who might use it. The maps could be obtained from various places, such as the Chamber of Commerce, large companies, the airline companies, etc.

7. GAME. Where am I? A student can pick a place on the globe, such as Paris. The rest of the students would ask questions using directions, longitude, latitude, continents, hemispheres, etc., to try to locate the place. The student who names the place first, correctly, gets to be the person to make the next choice of location.

8. Reader's Digest magazines can be folded to form a globe. Each page is folded in half length-wise and the top and bottom corners are folded down to form a curved appearence. The student will then take a desk map of the world and color each continent a different color. after this is completed, he will then cut out the continents and glue them onto the outside edges of the folded pages of the magazine. The final touches can be made with about three strands of thin black yarn. The yarn can be glued on to show where the Equator, the Prime Meridian, and the International Date Line are located.

WALLOPS ISLAND FIELD TRIP

This field trip serves two purposes. It is a field trip to the NASA Station to see the experimental rockets and equipment for Science and it gives the students a chance to apply what they are learning in Social Studies.

BEFORE THE TRIP

Draw a map showing how we will get to Wallops Station, Wallops Island, Virginia, from school. On your map include the following items:

a) direction symbol
b) route numbers
c) state boundaries
d) state names
e) types of roads we will travel
f) names of towns that we will pass through
g) bodies of water we will see
h) a legend that will explain the symbols used.

THE TRIP

Observe all the landforms on the way to and from Wallops Island. Look carefully at the photographs that the NOAA Weather Satelites send into the weather station while we are there. Notice the landforms and the directions we take while on our tour.

AFTER THE TRIP

The students will receive a test from the Science Teacher and from me upon our return to school.

EVALUATION:

A. Name the three states we traveled in.

1.
2.
3.

B. Circle the seven landforms we saw on our tour.

river	marsh	gulf	mountain
bay	bayou	ocean	island
foothills	lake	fiord	beach

C. Use the map on the back of your booklet to complete the following questions. Use the letters of the correct directions.

1. Wallops Island is _____ of Chincoteague Island.
2. Wallops Station Main Base is _____ of Wallops Mainland.
3. The Atlantic Ocean is _____ of Chincoteague Bay.
4. Wallops Mainland is _____ of Wallops Island.
5. Chincoteague Island is _____ of Wallops Station Main Base.
6. Watts Bay is _____ of Temperanceville.

D. Figure the mileage.

1. Wallops Station Main Base is _____ miles from Wallops Mainland.
2. Assawaman is _____ miles from Wallops Island.

E. Name two types of highway route signs we saw on the trip.

F. We saw the Greenwich Mean clock in the Control Center. Explain the difference between that clock and the clock we have here in school.

MAJOR PROJECT

You will have two weeks to do this project. It will be a research paper that will be used as your Social Studies and your Language project. This paper is to be written in story form and is to be a tour of the country of your choice. It must include some place in the content of the paper the following items:

1. Location
   a) Continent
   b) Hemisphere
   c) Direction
   d) Directions and names of bordering countries
2. Government
3. The People
   a) Food and shelter
   b) Clothing
   c) Education
   d) Religion
   e) Health, Science and Art
   f) Monetary unit
4. Land regions and landforms
5. Climate
6. Economy
   a) Natural Resources
   b) Foreign Trade
   c) Agriculture
   d) Industry
7. Transportation and Communication
8. Brief History
9. A minimum of 7 resources or references
   (For lower ability groups the number of resources and references required are lowered.)

10. Maps
    a) Major Cities
    b) Natural Resources
    c) Industries
    d) Flat elevation map
    e) Rainfall and Climate

(Each map must have a direction symbol and a legend.)

Make a salt and flour raised relief map of the continent in which the country you have chosen is found. Show the elevations of that continent and make sure that it is in color with a legend explaining the colors used.

PROJECT SCORE SHEET

BOOKLET

1. Content _____
2. Neatness _____
3. Ink - Neatness _____
4. Organization of Material _____
5. Pictures and current events _____
6. Followed directions? _____
7. Maps
   a) Major Cities ____
   b) Natural Resources ____
   c) Industrial ____
   d) Flat elevation map ____
   e) Climate and rainfall ____

FINAL BOOKLET SCORE _____

RAISED RELIEF MAP

1. Continent _____
2. Elevations _____
3. Use of color _____
4. Legend _____

FINAL MAP SCORE _____

POST - TEST

The Post-Test is the identical test that was given as the Pre-Test. The boys and girls do not get the Pre-Test back or even see the results of the Pre-Test once they have taken it. This enables me to use the same test as my Post-Test.

The only time I, as a teacher, see the Pre and Post test is when it is presented to the students. As a result I do not teach for the test. After the Post-Test is given the boys and girls hear about the results but do not get the test turned back to them.

PART II

GRAPH AND CHART SKILLS

RATIONALE

The materials in this unit are created to help the students recognize and interpret the various types of graphs they will encounter through out their lives. This material will help the students prepare for high school and be ready to grow in knowledge and ability.

PRE AND POST TESTS

The pre and post tests are the same as the evaluation test.

The pre-test will enable the teacher to determine how much knowledge the students already have about the skills involved in charts and graphs. This will enable the teacher to know where to begin teaching these skills and where the weaknesses lie for the students.

The evaluation and post-test will enable the teacher to study the growth pattern for each student and the students as a whole. It will also enable the teacher to determine how effective she has been in teaching the students to recognize the types of graphs and to interpret the graphs they encounter.

PRE AND POST TESTS

1. Use the transparency that I show you and then answer the following questions. #1

   a) Which vegetable or fruit has the longest growing season?

   b) What vegetable or fruit has the longest peak season?

   c) How many fruits have a peak season of ¼ of a month?

   d) How many vegetables have a peak season of 1 week?

   e) What fruit has the shortest growing season?

   f) What vegetable has a growing season of one month?

   g) How long is the growing season for peppers?

   h) How long is the growing season of apples?

2. Use the second transparency to answer these questions? #2

   a) What is the title of graph A?

   b) What does the column on the left stand for in graph E?

   c) What does the bottom line of Graph D tell you?

   d) Which graph is a horizontal bar graph?

   e) Which graph is a circle graph?

   f) Which graph is a vertical bar graph?

   g) Which graph is a line graph?

   h) Which graph is a picture graph and what is the meaning of each picture?

3. List the names of each graph on the second transparency.

   Graph A.

   Graph B.

   Graph C.

   Graph D.

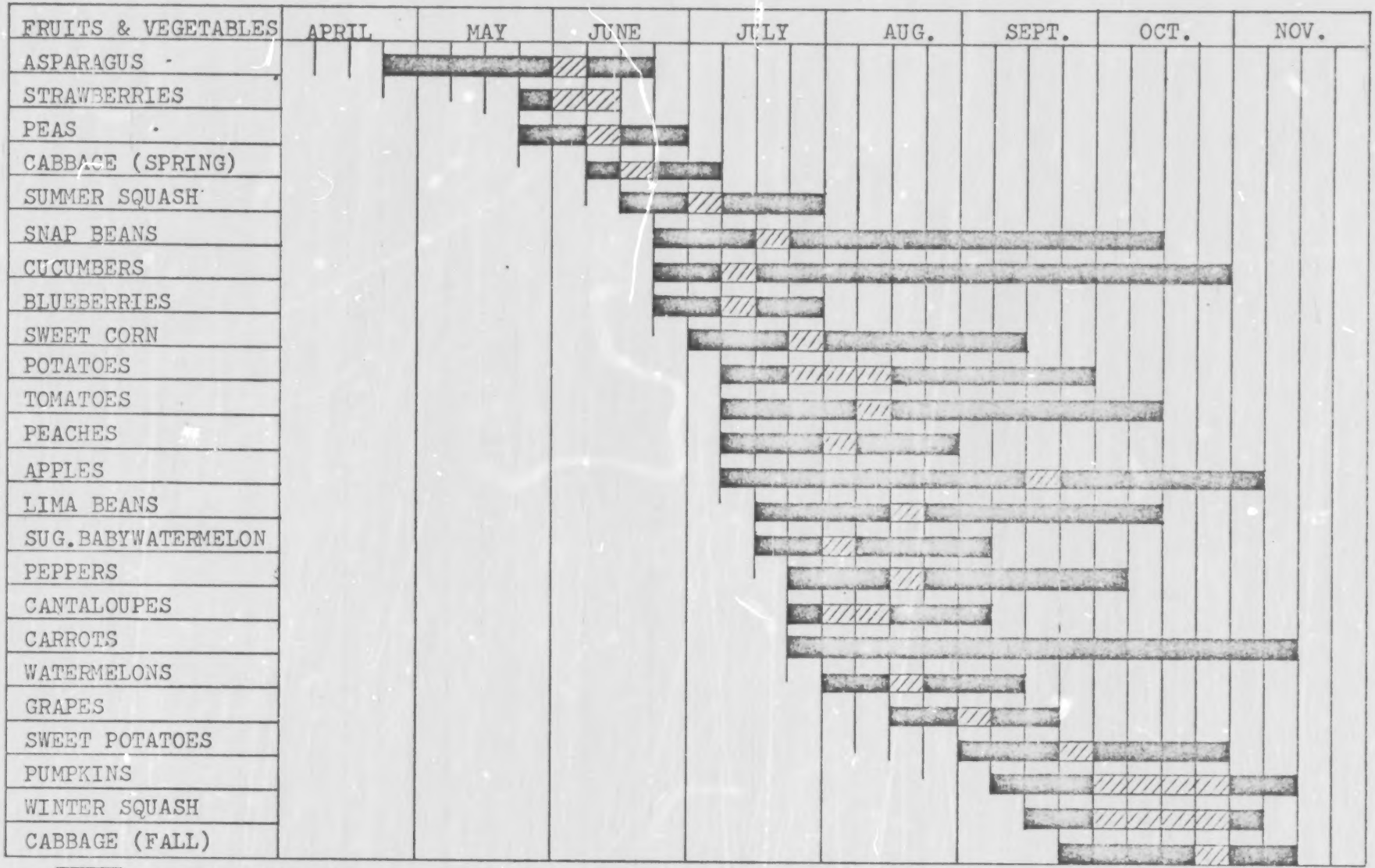
   Graph E.

4. Take the material given below and make a chart, then make a vertical bar graph showing the figures on your chart. Use the graph paper for this exercise that is given to you.

   Number of pupils present in my class: Sept. 1 was 30; Oct. 1 was 35; Nov. 1 was 33; Dec. 1 was 37; Jan. 1 was 32; Feb. 1 was 29; Mar. 1 was 33; Apr. 1 was 35; May 1 was 29; Jun. 1 was 37.

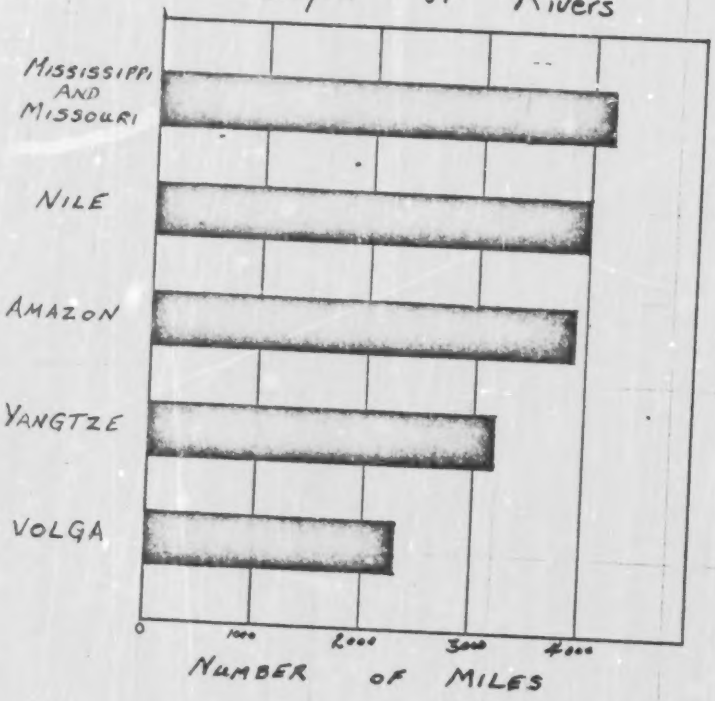
5. Take the same information from above and make a picture graph.

HARVEST AND MARKETING SEASONS FOR FRESH FRUITS AND VEGETABLES GROWN IN DELAWARE

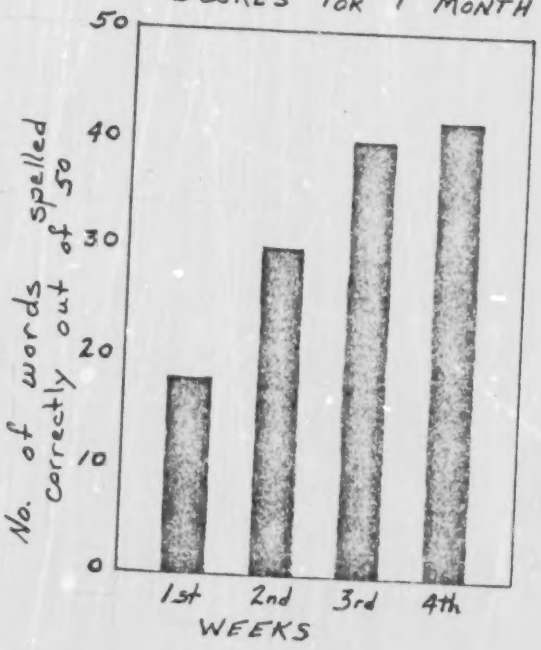


TRANSPARENCY #1

A.



B.



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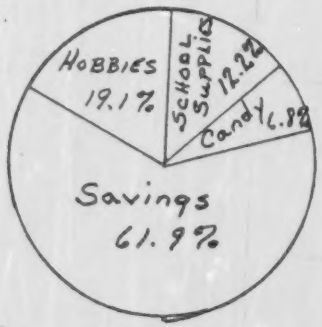
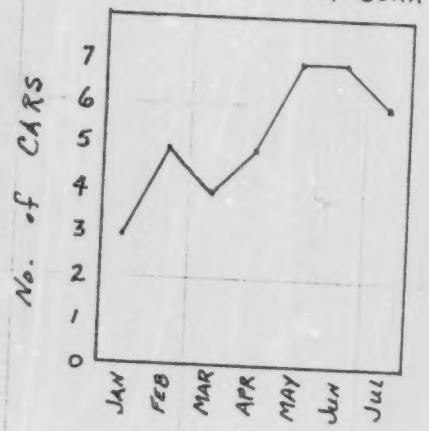
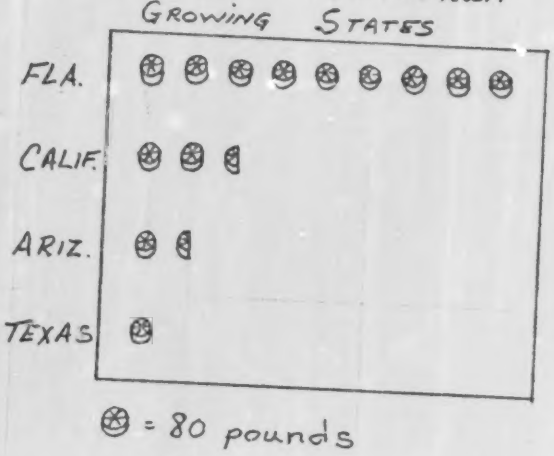


My Weekly Allowance

D.



E.



Transparency #2

GRAPHS

GENERALIZATION:

Graphs are a pictorial study and a record for comparisons.

OBJECTIVES:

1. The student will be able to point out a bar graph, a line graph, a picture graph, and a circle graph when the various types are presented to him.

2. The student will be able to show the difference between a vertical bar graph and a horizontal bar graph by labeling each correctly.

3. The student will be able to take a given chart and graph the information found on the chart.

4. The student will be able to interpret a given graph by answering questions about that graph.

5. The student will be able to make up a chart and reproduce any of the four types of graphs using the information from the chart.

MATERIALS:

½ inch graph paper

pencils

ruler

graphs from newspapers and magazines.

ACTIVITIES:

1. Vertical and/or horizontal bar graphs and line graphs.

   a) Sports and the number of players needed for each sport.

   b) Daily weather conditions for a week.

   c) Daily temperature readings for a week.

   d) Heights of various types of trees.

   e) Heights or weights of students in the classroom.

   f) Types of soft drinks and number of people who prefer them.

   g) A weekly record of how many glasses of milk each person in the family drinks.

   h) The number of each type of car that goes past your house or classroom in an hours time.

   i) How many presidents came from each state.

   j) How many presidents were born in each month.

   k) The number of countries and territories there are in each continent.

   l) The number of time zones found in each continent.

   These are just a few suggestions for the students to work out in a chart and then turn into a graph.

2. Picture Graphs.

   a) Life time home runs by major league baseball players.

   b) The number of students who walk to school as against the number of students who ride the school bus.

   c) Miles of Railroad Track built between 1840 and 1920.

1830	40 miles
1840	491 miles
1850	1261 miles
1860	1500 miles
1870	5685 miles
1879	5006 miles
1910	4122 miles
1920	314 miles

= 500 miles

   d) The number of birds seen in a given time. (= 10 birds) Do this each day for a week.

e) Tons of coal mined per continent. = 1000 tons

f) Bicycles needing light repairs.

Hawks	35
Orioles	30
Falcons	25
Eagles	15
Cardinals	10

= 10 bicycles

3. Circle graphs

If Tommy has a dollar for his allowance and spends 25¢ for candy, 50¢ for school supplies and puts 25¢ in his bank, his allowance can be graphed in the following manner. Use the circle graph to show how Tommy spends his money.

The Picture graph and the Circle graph are both to be completed by each student. If the students can come up with some of their own ideas that are more interesting to them, then by all means use their ideas.

4. General instructions to be taught with all graphs and charts.

a) Have a chart for each graph you make.

b) Have a title for each graph and chart.

c) Designate what each side of the graph stands for and each portion of the circle graph.

EVALUATION:

See the Pre and Post Test.

CORRELATION OF SUBJECTS

A. ART

1. Salt and flour maps - instruction is given on how to make these maps and color them.
2. Instruction is given on how to shade in areas on the landform models and the United States models.
3. Tempra paint and brushes are provided by the Art Department.

B. LANGUAGE

1. Spelling - a list of the terms used in the map and globe skills is given to the teacher and these terms are included in the weekly spelling lessons.
2. The Major Project is used for both subjects. Social Studies covers the content material presented and the maps, while the Language covers the form of the research paper, the sentence and paragraph structure, spelling, note taking, capitalization, punctuation, and bibliography.
3. The language notes used by both teachers help to get the students going in the right direction on research work.

C. LIBRARY

1. The librarian helps the students locate information for their Major Projects.
2. The librarian helps the students set up a working bibliography.

D. MATHEMATICS

1. Figuring mileage using the milage scales found on maps.
2. Figuring mileage using 70 miles per degree of latitude.
3. Graphs and charts, such as line, bar, and picture graphs are reinforced in both subjects.

E. SCIENCE

1. Wallops Island Field Trip
   a) Planning the trip, the landforms, the Greenwich Mean Clock, and figuring mileage. (Social Studies)
   b) Rockets, radar tracking stations and the weather facilities. (Science)
   c) A Science and a Social Studies test upon our return to class.

2. Globe models

   a) Social Studies - white model

      1) The continents are each colored a different color.

      2) The Equator, the Prime Meridian, and the International Date Line are placed in their proper locations on the models.

   b) Science - clear model and the white model

      1) White model - Oceanography

      2) Clear model - Astronomy

PART III

MATERIALS AND REFERENCES

GRAPHS AND CHARTS

(Teacher Materials)

1. Experiments in Mathematical Discovery
   #1. Formulas, Graphs, and Patterns - 60 pp. (1971)
   National Council of Teachers of Mathematics

2. Graph Games - Thomas Y. Crowell Company,
   201 Park Avenue South, New York, N.Y. 10003

3. Making and Using Graphs and Nomographs - Richard A. Denholm
   Lyons and Carnahan, 407 East 25th Street, Chicago, Ill. 60616

4. Reading Without Words - Linda Beech (1968) SW-10-1
   Scholastic Magazine and Book Service, New York, N.Y.

5. Social Studies Skills - Long and Halter (1970)
   Ivor Publishing Company, Sweet Springs, Missouri 65351

6. Topics in Mathematics for Elementary School Teachers
   2nd Series - 1968-69
   #13 Graphs, Relations and Functions
   National Council of Teachers of Mathematics

7. Weekly Reader Books - American Publications
   Education Center, Columbus, Ohio 43216

   a) Introducing Table and Graph Skills - Book A - 1971
   b) Developing Table and Graph Skills - Book B - 1970
   c) Expanding Table and Graph Skills - Book C - 1971
   d) Using Table and Graph Skills - Book D - 1971

TEACHING AIDS

1. Activity Book - How Maps and Globes Help Us
   Benefic Press, Westchester, Illinois 60153 (1970)

2. A.D.S. Vacuum Former
   Academic Dimensions Systems, Inc.
   Smithfield, Michigan 48075
   a) Landforms Model, Cat. No. 4-000-1, 1969
   b) United States Model, Cat. No. 4-004-1, 1970
   c) Motions of the Earth Model, Cat. No. 4-005-1, 1970
   d) Student Guides for each model (Inquiry Sheet)
   e) Unit Tests for each model
   f) Tape Cassette for each model

3. American Education Publications
   Education Center, Columbus, Ohio 43216
   My Weekly Reader Practice Book
   a) Map Skills for Today - 3
   b) Map Skills for Today - 4
   c) Map Skills for Today - 5
   d) Map Skills for Today - 6
   e) Map Skills for Today's Geography - 7-9

4. Charts
   a) Map Symbols and Geographic Concepts
      A. J. Nystrom and Company, Chicago, Illinois
   b) World Time Chart
      Manufacturers Hanover Trust Company
      International Division Administration
      350 Park Avenue, New York, New York 10022

5. Desk Maps - A. J. Nystrom and Company, Chicago, Illinois
   a) #DD1f - Four United States maps per sheet
   b) #DD9R - Geographical Terms
   c) #D98 - World Maps
   d) Desk Charts - Geographical Terms

6. Farquhar Transparent Globes
   5007 Warrinton Avenue, Philadelphia, Pennsylvania 19143

7. Filmstrips
   a) Learning to Use Maps - Encyclopedia Britannica Educational Corporation, Chicago, Illinois 60611
      1) 8521-c-sl Reading Directions on Maps
      2) 8522-c-sl Measuring Distances on Maps

3) 8523-c-sl Locating Places on Maps
4) 8524-c-sl Reading Physical Maps
5) 8525-c-sl Reading Political and Economic Maps
6) 8526-c-sl Studying an Area Through Maps

b) Map and Globe Series - Set II Using Maps - McGraw-Hill Book Co., 330 West 42nd Street, New York, New York 10036

1) 641337 Map Symbols
2) 641335 Locating Places
3) 641334 Measuring Distances

8. Form-A-Globe Kit - A. J. Nystrom and Company, Chicago, Illinois

9. Hayes Outline Maps No. 0905 (1967)
Hayes School Publishing Co. Inc.,
Wilkinsburg, Pennsylvania

10. Intermediate World Atlas (1971)
Hammond Incorporated, Maplewood, New Jersey 07040

11. Land Form Models (1966)
Robert B. Lewis and George W. White
T. N. Hubbard Scientific Company
Northbrook, Illinois 60062

a) Models - 8 piece set
b) Study Guide
c) Student Lab Investigations

12. Landforms and Topographic Maps
W. B. Upton, Jr. - 0-471-89642-x (1970) 135 pp.
John Wiley and Sons, Inc., 605 Third Ave., New York, N.Y. 10016

13. Listening Center
Rainbow Pac Listening Center
AVID Corporation, 10 Tripps Lane, E. Providence, R.I. 02914

14. Map and Globe Skills Development Charts
Benefic Press, Westchester, Illinois

15. Map and Globe Understandings
(8 Transparencies with overlays)
Benefic Press, Westchester, Illinois

16. Map Reading: #851-10 Topography
Instructo Teaching Transparencies, Instructo Products Co., (1963)

17. Model - Raised Relief Model of Geographic Terms
A. J. Nystrom and Company, Chicago, Illinois 60618

18. Overhead Projector
Travelgraph
Projection Optics Company, Inc., East Orange, New Jersey

19. Projector - Filmstrip
Viewlex Projector, Holbrook, Long Island, New York

20. SRA Map and Globe Skills Lab (1964)
Science Research Associates, Inc.
259 East Erie Street, Chicago, Illinois 60611

21. Taperecorder
Crowncorder - Solid State Tape Recorder - Model CTR-8750

22. The Classmate and Elementary Planetarium (1968)
Trippensee Planetarium Co., Inc.
Saginaw, Michigan 48601

23. Time Zones - Hammond Transparencies
C. S. Hammond and Co., Maplewood, New Jersey

24. Transparencies

a) Series 30000 The Language of Maps
Encyclopedia Britannica Educational Corporation
Chicago, Illinois 60611

b) Map Reading and Interpretation #300-905
Weber Costello Company, Chicago Heights, Illinois

c) Physical Geography (Geography #3 Cat. No. 577)
Visual Products Division
3M Company, St. Paul, Minn. 55101

25. Wallensak - Teaching Tape, Simple Geographic Terms R-5024
Minnesota Mining and Manufacturing Company (1968)

26. World Book Encyclopedia Cyclo-Teacher
Social Studies Cycle Soc-213 (1967)
The World Book Encyclopedia, Field Enterprises Educational Corp.
San Francisco, California 94105

213 Finding Places
214 Maps, Symbols
215 Using a Scale of Miles
216 Using a Map Scale
217-218 Understanding Latitude
219-220 Understanding Longitude
221-222 Map Projection
223 Understanding Topographic Maps
224 U.S. Time Zones

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1. A Journey Through Many Lands, Harold D. Drummond and Fred A. Sloan, Jr., Allyn & Bacon Inc., Chicago, Ill. (1960)

2. Campground Atlas of the United States and Canada
James A. Bier, Henry A. Raup, Alpine Geographical Press, (1960)

3. Exploring Regions of Latin America and Canada
Joyce, Houston, Gross and Lee
Follett Educational Corporation, Chicago, Illinois (1968)

4. Four Lands, Four People, Ralph C. Preston, Caroline Emerson, Penn Elizabeth, and Arthur F. Schrader,
D. C. Heath and Company, Boston, Massachusetts (1966)

5. General World Atlas #9550
American Map Company, Inc., 3 West 61st Street, New York, N.Y.

6. In Canada and Latin America, Carls and Sorenson,
Holt, Rinehart and Winston, Inc., New York (1964)

7. In Latin American Lands, Ralph C. Preston and John Tottle,
D. C. Heath and Company, Boston, Massachusetts (1967)

8. Scholastic World Atlas #9552
American Map Company, Inc., 3 West 61st Street, New York, N.Y.

9. South America, Raymond Fideler and Carol Kvande,
The Fideler Company, Grand Rapids, Michigan (1968)

10. Student's Indexed World Atlas #9551
American Map Company, Inc., 3 West 61st Street, New York, N.Y.

11. Student World Atlas, Dennison Manufacturing Company,
Farmingham, Massachusetts, Copyright, George Philip and Son, Ltd.

12. The Golden Book Picture Atlas of the World
Golden Press, New York (1960)

Vol. 1. North America
Vol. 2. South America
Vol. 3. Europe and the U.S.S.R.
Vol. 4. Asia
Vol. 5. Africa
Vol. 6. Australia, Oceania, Polar Lands

13. Understanding Latin America
Ernest W. Tiegs, Fay Adams, Edmund Lindop
Ginn and Company, Boston, Massachusetts (1967)

TEACHER REFERENCES

1. A Dictionary of Basic Geography
   Schmieder, Griffin, Chatham, Matoli
   Allyn and Bacon, Inc., Boston (1970)

2. Beginning Cartography
   Gary H. Searl (1967)
   Lincoln Junior High School, Cottage Grove, Oregon

3. Bibliography of Paperback Books Relating to Geography
   Hugh A. Hornstein, National Council for Geographic Education,
   Normal, Illinois 61761 (1970)

4. Cram's Classroom Classics
   Reprint - Vol. 3, No. 1
   Cloy S. Hobson, University of Kansas,
   Lawrence, Kansas

5. Do It This Way Series
   a) Geography vis the Audio-Visual-Tutorial Method (1969)
      Benjamin F. Richason, Jr.
   b) Geography via the Overhead Projector (1968)
      Thomas D. Best
   c) The Home Community, Herbert H. Gross
   National Council for Geographic Education, Normal, Ill. 61761

6. Focus on Geography: Key Concepts and Teaching Strategies
   40th Year Book (1970) National Council for Geographic Education
   Normal, Illinois 61761

7. Globe Studies and Uses
   S. W. Boggs and F. K. Branom
   A. J. Nystrom and Company, Chicago, Illinois (1954)

8. Good's World Atlas
   J. Paul Goode, Edited by Edward B. Espenshade, Jr.
   Rand McNally and Company, Chicago, Illinois (1957)

9. Hammond-Doubleday Illustrated World Atlas
   Nelson Doubleday, Inc., Garden City, New York (1957)

10. Handbook for Geography Teachers
Robert E. Gabler (Editor) (1966)
National Council for Geographic Education, Normal, Ill. 61761

11. How To Do It Series
National Council for the Social Studies
1201 16th Street N.W., Washington, D.C. 20036
a) #13 How to Utilize Community Resources
b) #15 How to Introduce Maps and Globes

12. How Maps and Globes Help Us
David Hackler, Benefic Press, Westchester, Illinois (1970)

13. Map Activities in American History
Book 2: Reunited Nation to Superpower
Rand McNally and Company, Chicago, Illinois (1965)

14. Map Reading
1964 Reprint - Elaine Forsyth
National Council for Geographic Education, Normal, Illinois 61761

15. Map Skills Project Book I & II
David Lockhart, Scholastic Book Services, New York (1964)

16. Map Skills Project Book III
Loretta Hunt, Frank McCaddin, and William Bryant
Scholastic Book Services, New York (1965)

17. My Activity Book - RandMark I
Rand McNally and Company, Chicago (1968)

18. People, Places, Products
Teacher's Edition - #514-02404-6
Ruth H. Grossman, John U. Michaelis
Field Educational Publications, Inc. (1970) pp. 8-37

19. Programmed Latitude and Longitude
Jean C. Hoover (1967)
National Council for Geographic Education, Normal, Ill. 61761

20. Regions Around the World
Teacher's Edition - #514-02408-9
Philip Bacon, Field Educational Publications, Inc., (1970)

21. Service Publications #444
Denoyer - Geppert Company, Chicago (1958)

HISTORY - SECTION IV

MEXICO AND LATIN

SOCIAL STUDIES

MEXICO AND LATIN

BY: THOMAS A. TIMMONS

INTRODUCTION

Concepts:

1. Landforms
2. Nation - states
3. Race
   (a) physical characteristics

Topic: Mexico and Latin America

Rationale:

The statement of general objectives in this unit represent an attempt to use the process approach in teaching a unit on Mexico and Latin America. Since staing the objectives in terms of specific behaviors would tend to produce highly detailed lists of questionable value, each objective is broken down within the unit itself and directly relates to the general objective for the entire unit. Each concept to be taught will list specific objectives, or processes skills, to be used to further anderstanding of that particular concept. Each specific objectives will correlate with an appropriate student activity. The format utilizied to provide a conceptual framework for content using a process stated as a question.

Generalizations:

1. The earth's surface may be classified in anumber of ways.
2. Land masses can be divided by political boundaries
3. Mankind is classified by race.

General Objectives:

1. The student is able to list a number of items on the people or their environment and group them accorkding to a logical plan.

2. The student can state similarities and fifferences between a given sample of information.

3. The student can associate between items in a list with items of another list; i.e. social conditions and likely consquences of those conditions.

4. The student can make generalizations based on given sets of facts.

5. The student can construct a reasonable explanation of cause and effect relationships given an occurance of an event.

General Objectives:(Con't)

6. The student can develop a hypothesis given a set of facts about a situation.

7. The student can locate places and obtain information given the appropriate globe and map materials:

Specific Objectives:

I. Using maps of Latin America and America, the student will identify major landforms.

a. mountains

b. hills

c. plateaus

d. plains

*Assumption: Students have mastered the necessary skills for using the table of contents and can recognize a physical map.

II. Using mass of Latin America and America, the student will label separately the specific names of each landform on four (4) given blank maps.

III. The student will be able to associate between landforms and their specific names given a list of the former.

IV. The student will be able to label and fill-in a chart indication the major landforms and their specific names.

V. Using the appropriate materials, the student will be able to make an exhibit on a flat board or cardboard showing the various landforms.

Teaching Strategies:

Problem: What are some of the major topagraphical features of Latin America and America?

Organization I: Students will be divided into four (4) learning centers, each being responsible for identifying a major landform.

Organization II: The students will rotate around the four (4) learning centers until each has four separate maps labeled individually with specific names for each landform.

Organization III. The students will work within their own individual groups.

Organization IV. The students will work within their own individual groups.

Organization V. The students will work as a group, each member being responsible for a particular task as decided by the elected chariman.

Student AcivityI:

Each group will be responsible for identifying its assigned lanform and presenting their findings to the entire class.

Findings will include:

a. Maps and respective page numbers

b. Color scheme associated with landform

c. General location of landform

Student Activity II:

Each group will be responible for labeling their individual maps with the specific name of each landform.

Student Activity III:

Each group will be responsible for making a tentative list of landforms and their specific anmes. The tentaive list will be finalized and copies presented fo the entire class.

Student Acivity IV.

Each grop will be given a blank chart with headings to be filled in. Based on the provious group presentation and individual maps and lists, the student should be able to label the major headings and fill-in the specific landdform names.

Student Activity V:

Each group will be asked to synthesize their previous exposure to landforms by demostrating through application their skill in making a (salt, flour, water, map or series of maps.

Specific Objectives:

I. Using political maps of Latin America, the student will identify nation-states.

II. Using political maps of Latin America, the student will label the specific names of nation-states on given blank - maps.

III. The student will list the nation-states undereach of the given four divisions of Latin America using chart form with appropriate headings.

IV. The student will be able to re-group the nation-states using criteria of his choice.

Teaching Strategies:

Problem: What are the names of the nations that comprise Latin America?

Organization I: Students will perform as a group

Organization II: Students will perform as a group

Organization III: Students will perform as a group

Organization IV: Students will perform as a group

Student Activity I: Students will practice using the table of contents to locate political maps of Latin America. Each group will be responsible for distinguishing between political and physical boundaries: identifying map symbols used to designate political boundaries; recognizing type of print used to represent names of motion-states.

Student Activity II: Students will label blank maps of Latin America with specific names of countries and compace the results among themselves and other groups.

Student Activity III: Each group will be given a chart with the four divisions of Latin-America clearly designated. The students will re-graups and list the specific names of the Latin American countries under the appropriate division of Latin-America.

Student Activity IV: The sutdent will be asked to re-graup and list the nation-states of Latin America using criteria of his own choice. Students may re-groups nation-states using;

a. absense or presense of landforms
b. alphabetical order
c. directional (east or west of Andes)
d. geographical area (region, island, continent)

Specific Objectives:

I. The student will be able to define and list examples of physical and mental characteristics.

II. The student will be able to distinguish between a physical and mental characteristic given a mixed list.

III. The student will be able to make on hypothesis concerning the probable skin color of the peoples on the seven continents.

IV. The student will be able to define race in terms of physical characteristics.

V. The student will be able to re-group an imaginary group of individuals with similar and different physical characteristics into one or more races.

Teaching Strategies:

Problems: What is race?

Organization I: Students will be divided into five (5) learning centers.

Organization II: Students will perform as a group. Each chairman will compile a list to be circulated around the other groups.

Organization III: Students will perform as a group

Organization IV: Students will perform as a group.

Organization V: Students will perform as a group.

Students Activity I: Students will practice using dictionary skills to locate meanings of physical and mental. Each group will present in thier own words defination of the terms.

Student Activity II: Each group will prepare a list of physical and mental characteristics. Each list is circulated around the other groups with each identifying between the two characteristics.

Student Activity III: Each group will be assigned one or more continents with a general knowledge sheet wxplaining the purpose and function of melanin pigment. The groups will reach a tentative conclusion on the possible weather conditions on each continent. Based on their hypothesis, students will color their continents.

Student Activity IV: Each group will reach a tentative defination of race based on the use of physical characteristics. Groups will synthesize their definations to produce an acceptable class defination. Knowledge of the various ethmic groups of mankind could be researched with the distinguishing physical characteristics noted.

Student Activity V: Shown a transparency of imaginary spaceman, each group will list the physical characteristics shown common to all. Differences in physical characteristics will be noted. Using different combinations of physical characteristics, each group will decide how many races they think are represented on the transparency.

Specific Objective:

I. Using physical and jpolitical maps of Latin America, the student will be able to identify , analyse, and synthesize landforms with nation-states by filling-in a chart with the appropriate headings.

II. Using racial and political maps of Latin America, the student will be able to identify, associate, analyse, and synthesize races with nation-states by filling-in the chart with the appropriate headings.

III. Using the two previously made charts, the student will be able to analyse and synthesize the given data in solving the stated problem.

Teaching Strategies:

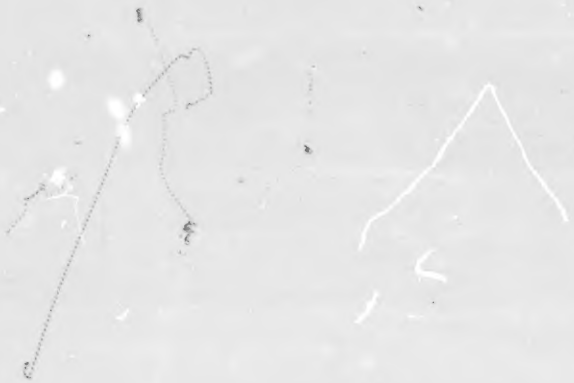
Problems: Which Latin American country are we going to study? Data given:

1. country has all four landforms
2. country has Indian; mixed, indian, mixed, indian, white.

Organization I: Students will perform as a group.

Organization II: Students will perform as a group

Organization III: Students will perform as a group



Student Activity I: Each group will construct a chart showing each Latin American country and the presence or absence of four (4) major landforms. Students will make hypothesis based on their findings. A list will be made of their hypothesis.

Student ActivityII: Each group will construct a chart showing each Latin American country and the presence or absence of the various races of mankind. Students will make hypothesis based on their findings. A list will be made of their hypothesis.

Student Activity III: Each gropp will re-examine its guesses from the two previous activities and make a tentative generalization on which country it thinks it will study. Each group will be requried to offer proof from which they reached a conclusion.

Concepts:

1. culture
2. conflict
3. change
4. freedom
5. natural resources

Topic: Mexico: A Cultural Approach

Rationale:

This unit is designed to provide a better understanding of our southern neighbor. Mexico is sigled out for in-depth study due to its prominence among the Latin American nations and its proximity to the United States.

Consideration is also given to the significant numbers of Americans of Mexican descent which are prevailent in the southwestern part of our country.

Generalization:

1. Cultures are influenced by the contributions of other groups.
2. Culture conflict can occur with the blending of races, customs, and folkways.
3. The sominamt goup tends to institutionalize its culture.
4. When any government fails to meet the needs of the people, conflict is inevitable.
5. The full use of natural resources influences economic welfare.

Teaching Strategies:

A. Teacher:

There will be five (5) or more learing centers in the classroom. Each learning center will be focused around a topic written in a problem-solving context.

Topics are:
1. people
2. government
3. geography - climate
4. Aztec - explorers
5. resources - industry - farming

B. Students:

Each group will elect a chairman and recorder. Each group will make a contract with the teachers on the amount of work they plan to do. Each group must demonstrate to the class using some manner of their work besides the research report itself.

DIRECTIONS: For each question, write the letter of the best answer on your answer sheet.

1. Mountain Ranges found in Mexico are called the :

   a. Sierra Madres

   b. Rocky Mountains

   c. Popocatepethl

   d. answer not given

2. Between the two mountain ranges found in Mexico is a:

   a. plain

   b. plateau

   c,.hell

   d. answer not given

3. Yucatan' is an example of which type of landform:

   a. plain

   b. plateau

   c. peninsula

   d. hill

   e. answer not given

4. The northern border of Mexico is made up of the following states:

   a. Texas, California, New Mexico, Argentina

   b. Texas, New Mexico, Louisiana, California

   c. New Mexico, Arizona, Texas

   d. Texas, Arizona, Louisiana

   e. answer not given

5. The southern border of Mexico is made up of the following countries:
   a. Guatemala, Br. Honduras
   b. Guatemala, Honduras
   c. El Salvador, Honduras
   d. Guatemala, Br. Honduras, El Salvador
   e. answer not given

6. The eastern and western borders of Mexico are made up of bodies of water which are:
   a. Gulf, River
   b. Ocean, Sea
   c. Gulf, Bay, River
   d. Gulf, Ocean, Bay
   e. answer not given

7. Spaniards are examples of which major race:
   a. caucasoid
   b. mongoloid
   c. negroid
   d. australoid

8. Indians are examples of which major race:
   a. caucasoid
   b. mongoloid
   c. negroid
   d. australoid

9. Race means:
   a. a group of people having like characteristics
   b. a group of people having more than one physical characteristic alike
   c. a group of people having more than on e physical characteristics different
   d. a goup of people who think, act, and look alike
   e. answer not given

10. An example of a physical characteristic is:
   a. heart
   b. tongue
   c. high checkbones
   d. arms and legs
   e. answer not given

11. People who belong to the Mongoloid race:
   a. all live near the equator
   b. all look alike
   c. have long tapered bodies and limbs
   d. each individual look different, but all have common physical characteristics

12. Mestizo means:
   a. "pure blooded" races
   b. people who are part caucasoid, part Mongoloid
   c. people who are part Mongoloid, part Austroloid
   d. people who are part Caucasoid, Mongoloid, and Austroloid
   e. answer not given

13. The Spanish gave to Mexico:
    a. Christianity
    b. a wise and just governement
    c. gold and silver
    d. schools
    e. answer not given

14. Mexican farmers have a very difficult time making a living from the land because:
    a. too much rainfall
    b. the farms are too large
    c. poor farming methods
    ~~d. schools~~ d. Mexican farmers do not have a difficult time making a living from the land.
    ~~e. answer not given~~

15. Mexico's government is similar to the United States' in which of the following ways:
    a. The constitution divides the government into three branches; legislature, judical, and excutive branches.
    b. The Presidents terms of office is 4 years
    c. They have a Vice President
    d. There is one political party

16. Christmas in Mexico is associated or connected with which of the following fiestas'
    a. all saints' day
    b. posada
    c. all souls' day
    d. September 16

17. The "rounded arch" is an example of which type of architectual style:
    a. Spanish
    b. Mayan
    c. Aztecs
    d. Toltecs

18. The "iron and Steel Industry" is important is Mexico today because:
    a. raw materials for making iron and steel are found within the country
    b. railroads connect the factories with the mines
    c. Dams furnich electricity to run the factories
    d. Letters a and c are correct
    e. Letters a, b, and c are correct

II. DIRECTIONS: The following statements describe seven different Mexican cities. Listed below are the names of seven Mecican cities, Place the letter that is the best answer for each statement on your answer sheet.

a. Guakalajara	d. Mexico Citym	g. Monterrey
b. San Luis Potosi	e. Acapulco	
c. Tampico	f. Veracruz	

19. This city is jlocted at the mouth of the Panuco River. Oil refining is an important industry here.

20. This is an important iron and steel making city. It is located in northern Mexico.

21. This is built on an old lake bed. More than three million people live here.

22. This city is located about thirty miles northwest of Lake Chapala. It is the second largest city in Mexico.

23. This city, located on the Gulf of Mexico, was founded by Hernán Cortes in 1519. It is Mexico's chief seaport.

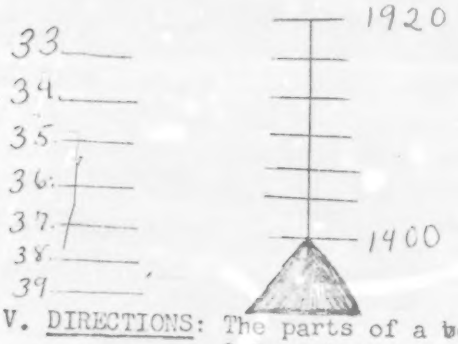
24. Fine glazed pottery is an important product of this city, which is located on the Central Plateau.

25. Each year, thuousands of vacationers come to this resort city on the Pacific Ocean. It is located near the Southern Sierra Madre.

III. DIRECTIONS: Matching. Match the letter of Column II with the number of Column I and write the letter on your answer sheet. There is one answer for each number in Column I.

Column I	Column II
26. Sarape	a. sauce
27. frigoles	b. flat corn cakes
28. Sombreros	c. dish of beans
29. mole	d. a blanket with a slit in the center
30. rebozo	e. a kind of hat
31. tamales	f. meat, chili, and corn mixed togather and steamed
32. tortillas	g. a woman's shawl
	h. baskets
	i. hot peppers

DIRECTIONS: Draw the time line below on your answer sheet. For each blank, write the letter of the best answer in Column I on your answer sheet.



Column I

a. the building of Tenochtitlian
b. the viceroyalties
c. the coming of the French emperor
d. the "Sad Night" or "La Noche Friste"
e. the war with the United States
f. "Ejidos" are begun by the government
g. the War for Independence

V. DIRECTIONS: The parts of a book are listed below in Column I. Place the letter in Column I that is the best answer for the sta"ements in Column II on your answer hheet. A letter may be used more than once.

Column I

a. Title page
b. Table of Contents
c. Chapters
d. Appendix
e. Index

Column II

Where would I look to find information to the following questions.

40. A brief overview of what the book contains.

41. The author of the book

42. The population of Mexico City.

43. The page number telling of Benito Juarez

44. How to pronounce Tinochiitlian

45. The page number for a rainfall map of Mexico

46. A history of the War for Independence

47. The publisher's name

48. A chart of Mexico of Imports and Exports

49. A detailed report on Mexico's progress in education

50. The Mayan Calendar

Resources

Textbooks:

1. Living in the Americas
2. In Latin America and Canada
3. Understanding Latin America
4. Mexico
5. The Story of Latin America
6. Learning About Latin America

Filmstrips

1. Pizarro and the Conquest of Peree
2. The Voyages of Magellan
3. Agriculture
4. Cortes and the Conquest of Mexico
5. Columbus and the Discorvery of America
6. Spanish Exploration in the Southeast U.S.
7. Spanish Exploration in the Southwest U.S.
8. Countries of Central America
9. Mexico: The Histroic Backround
10. Mexico: The People, Dress, Home, Food
11. Mexico: Natural Resources and Major Industries
12. Mexico: Mexico City
13. Mexico: Fiestas, Recrestion, Education, Markets, and Handicrafts
14. Mexico: Fishing, Livestock, Transportation, and Communication
15. Mexico: Other Cities
16. Understanding our Latin America Neighbors
17. The Georgraphy of South America
18. Life in the High Mountain
19. Industries and Products
20. Puerto Rico
21. The Mayas of Central America and Mexico
22. Pedro and Maria of Mexico

Books

1. Come Along to Mexico
2. Off to Mexico
3. Our Good Neighbor in South America
4. The Conquistadors

Cassettes

1. A Look at Mexico
2. How to Get to Mexico, Student Vicit
3. Simple Conversational Spanish in Mexico
4. Mexico
5. Enchantment of Mexico
6. Living in a Mexican House
7. Ancient Civilization
8. What to do and See in Mexico
9. Mexican War

Transparaies

1. War with U.S.
2. Latin America
3. Races and Mankind

Equipment

1. Overhead
2. Cassette Record
3. Record Player
4. Filmstrip Projector

Picture Study Prints

National Geographic

1.	"Drowned Galleons Off Florida Yield Spanish Gold"	June. 1965
2.	"Mexico in Motion"	Oct. 1961
3.	"Up From The Well of Time"	Jan. 1959
4.	"The Two Acapulcos"	Dec. 1964
5.	"The Incas' Empire Builders of The Ances"	Feb. 1938